

The Academy Herald

Commencement Number
1926

Gould Academy, Bethel, Maine

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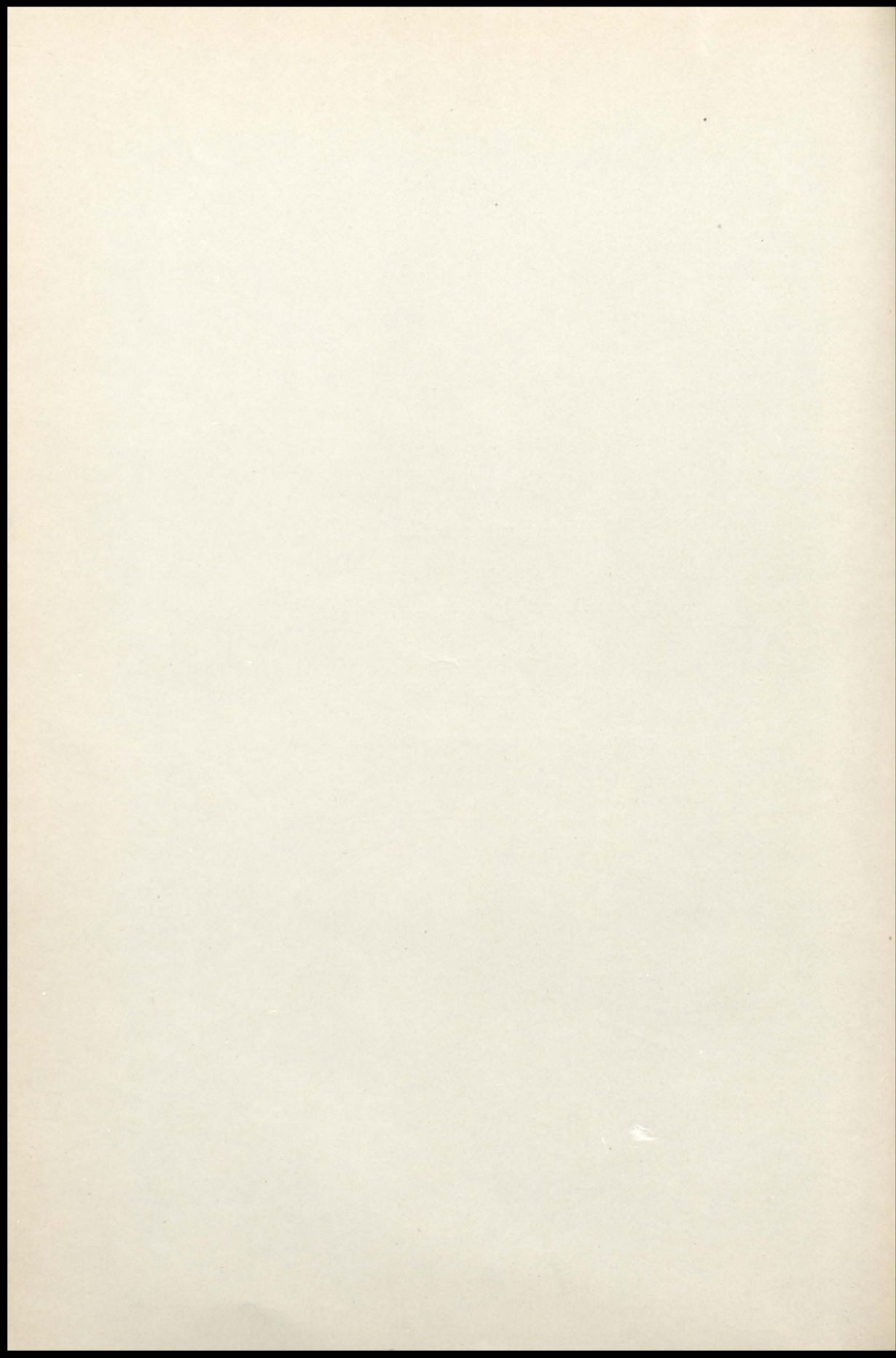
BETHEL, MAINE

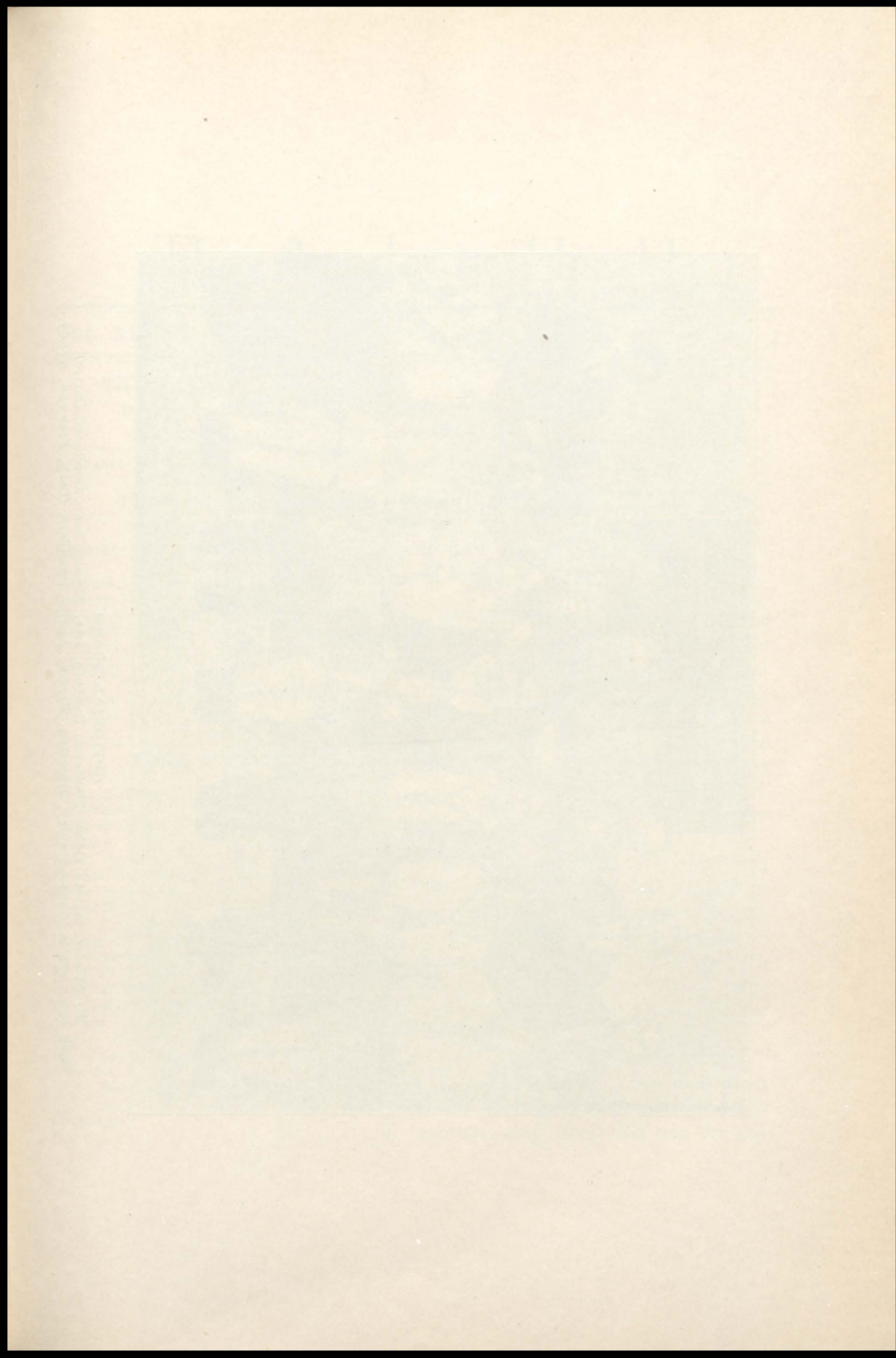
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To
William Bingham, 2nd,
Gould's
Beloved Friend and Generous Benefactor,
this issue of
The Academy Herald
is gratefully and affectionately dedicated
by
The Students of Gould Academy







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Front row, left to right—Hanseom, Sanborn, Lee, Mason, Bean, Goodnow, Carter.
Back row, left to right—Stanley, Haselton, Brown, Austin, Saunders, Clark, Freeman, Keddy.

The Academy Herald

VOL. XXX

BETHEL, MAINE, JUNE, 1926

NO. 2

THE ACADEMY HERALD

Devoted to the interests of

GOULD ACADEMY

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Gould Academy is about to round out its ninetieth year of service. What an army of men and women could bear testimony to the inspiration and knowledge received at her hands! What a line of consecrated teachers have given of their best within her walls! What stories of discouragement and sacrifice would the pages of her history unfold!

Do we, the students of today, catch the spirit of devotion and loyalty to service which she has taught? Let us, in these, her days of prosperity, prove ourselves worthy of all that has been done, and is being done in so large measure, to add to the efficiency of her service.

Did it ever occur to you that when a classmate asks you for a paper which contains class work that you are not

doing the square thing in giving it to him? And yet, it is hard to refuse him for fear he may call you unkind. However, viewed in the right light, you are doing him an injustice. You are allowing him to depend on you, thus lessening his chances for success in the future. His recitation work, together with his examinations, prove his lack of ability to do the same work which he has copied from you. Would it not be doing him a greater kindness to tell him that you could not let him take your paper but that you would be glad to help him in explaining the work? Then in the end he will be grateful to you for you have given him real assistance toward ultimate success by helping him to depend on himself.

There is noticeable carelessness in the use of English by students of today. Many times the foreign student converses in faultless English with the native-born student whose English is defective, though he may have had every advantage. Ought not this condition put us to shame? Slang is one of the worst enemies of the young person today. He allows himself to use it until it becomes such a common method of expressing his thoughts that when the occasion comes which he realizes demands the use of the best English, he does not have at his command the necessary vocabulary. Slang often makes a person who otherwise appears cultured and refined seem almost uncouth. We cannot be too careful of our

language and habits.

“We offer only what we own.”

This is the slogan recently adopted by a certain real estate firm as its guiding principle in business. Simple as it is it gives one food for thought. What if the world should take that slogan to its heart? How many of the pleasant things of life would vanish? How many brides would welcome their guests to stiff kitchen chairs instead of to the soft depths of stuffed davenports! How many fur coats would frisk through the woods and waters on the backs of happy squirrels and muskrats instead of strolling Fifth Avenue! To consider the effect on the radio and automobile markets is startling.

But appalling as would be the honest application of this slogan to the material things of life, how much more devastating would be its effect on the intangibilities.

“We offer only what we own.” What a glum silence would seize the world! Stripped of the trappings of other people’s thoughts, ideas and opinions, who would have the courage to parade in public his own ragamuffin mind? What would become of dinner conversations? Who would make speeches? Who would preach sermons? Who would write for the press? Who in fact would make a success of anything?

This slogan may be good for a real estate firm whose ownership can be reduced to bricks and stones. But for the rest of us—the thought is too terrible!

Class of 1926



LYNDA MURIEL BARNETT.

Monson, Maine, Dec. 24, 1907.

4 years.

Y. W. C. A. (1, 2, 3, 4); Glee Club (2, 3); Delegate to Camp Maqua (4); Y. W. C. A. Cabinet (4); Commencement Play.

"Lynda with her quiet way
Is sometimes found in school at play."



MARIAN ELIZABETH BEAN, "Mary Ann."

Locke's Mills, Maine, March 2, 1908.

4 years.

Y. W. C. A. (1, 4); "There is a Lad Here" (4); Glee Club (2, 3, 4); Mandolin Club (3); Commencement Play.

"So meek, so serene,
Is Marian Bean."



RACHEL WINIFRED BEAN, "Rach."

Errol, N. H., March 17, 1909.

3 years.

Class Basketball (2, 4); Glee Club (4); Mandolin Club (4); Y. W. C. A. (2, 3, 4); Commencement Play.

"Here, there everywhere—
That's Rach."



THELMA CELIA BENNETT.

Errol, N. H., April 25, 1909.

4 years.

Y. W. C. A. (1, 2, 3, 4); Class Basketball (2, 3); Varsity Basketball (4); Operetta (2); Folk Dance (3); Mandolin Club (2); "The Golden Doom" (4); Commencement Play.

"Eyes of blue
With mischief too."



EVELYN PAULINE BRINCK, "Evey."

Newry, Maine, June 12, 1909.

4 years.

Y. W. C. A. (1, 2, 3, 4); Class Basketball (4); "There is a Lad Here" (4); Glee Club (2, 3); Commencement Play.

"With a figure graceful and petite,
And a smile for all you meet."



FRANKLIN ERNEST BURRIS.

Somerville, Mass., July 26, 1908.

4 years.

Y. M. C. A. (2, 4); Class Basketball (4); Winter Sports (4); Class Baseball (4); Commencement Play.

"Burris, the scientist, aspires to produce a breed of cows that will give pure butter salted and stamped."



FLORENCE MAY COBURN.

Bethel, Maine, June 15, 1908.

4 years.

Y. W. C. A. (1, 2, 3, 4); School Orchestra (1, 2, 3, 4); Class Basketball (1).

"Jolly, happy and free
Wherever she may be."



ARTHUR JOHN CORKERY.

Boston, Mass., August 21, 1907.

3 years.

Y. M. C. A. (2, 3, 4); Y. M. C. A. Secretary (3); "G" Club (4); Baseball (2, 3, 4); Varsity Basketball (4); Class Basketball (2, 3); Class Track (2, 4); Varsity Track (4); Soccer (4); Delegate to Oxford County Speaking Contest (4); "The Golden Doom" (4); Commencement Play.

"Men may come and men may go but I blow on forever."



CALISTA MABEL CURTIS, "Clis."
Greenwood, Maine, August 4, 1908.

4 years.

Y. W. C. A. (1, 2, 3, 4); Y. W. C. A. Cabinet (3); Class Basketball (1, 2); Varsity Basketball (2, 3, 4); Manager Basketball (4); Operetta (2); Folk Dances (2, 4); Glee Club (2, 3, 4); Class Secretary and Treasurer (3, 4); "There is a Lad Here" (4); "Minuet" (4); Commencement Play.

"A good sport is she, a jolly good friend
On whom for anything one may depend."



GARARD CROSS EAMES, "Speed."
Shelburne, N. H., June 29, 1908.

4 years.

Y. M. C. A. (1, 2, 3, 4); Executive Board Y. M. C. A. (3); Delegate to State Y. M. C. A. Conference (2, 4); Class Basketball (3, 4); Class Winter Sports (4); Class Soccer (4); Varsity Soccer (4); Class Track (3, 4); Varsity Track (4); Class Baseball (1, 2, 4); Varsity Baseball (4); Assistant Manager of Baseball (3); Manager of Baseball (4); Glee Club (2, 3, 4); "A Fan and Two Candlesticks" (4); Commencement Play.

Cooking lessons given free over a "Frigidaire Furnace."



ELIZABETH WINTERS EMERY, "Betty."
Portland, Maine, Feb. 21, 1906.

4 years.

Y. W. C. A. (1, 2, 3, 4); Glee Club (2, 3, 4); Public Speaking (1, 2); Operetta (2); "As You Like It" (3); "The Golden Doom" (4); Commencement Play.

"Betty is our dramatic star,
We shall hear from her in years afar."



LOLA CAMPBELL GAUDET.
Groton, Conn., Aug. 4, 1907.

4 years.

Flower Girl (1); Solo Dancing (1, 2, 3); Minstrel (1); Operetta (2); Public Speaking (1); Class Basketball (2, 3); Varsity Basketball (4); Y. W. C. A. (1, 2, 3, 4); "The Golden Doom" (4); Commencement Play.

"She's pretty and sweet, and jolly and neat,
A graceful dancer that can't be beat."



RUTH MARIE GLINES, "Rufus."
Mansfield, Mass., May 14, 1908.

4 years.

Y. W. C. A. (1, 2, 3, 4); Class Basketball (2, 4); Operetta (2); Glee Club (2); Commencement Play.

"To dance she ne'er declines,
Does vivacious Ruth Glines."



DOROTHY PEARL GROVER, "Dot."
West Bethel, Maine, Oct. 1, 1907.

4 years.

Y. W. C. A. (1, 2, 3, 4); Mandolin Club (2, 3, 4); Operetta (2); "The Golden Doom" (4); Commencement Play.

"To her the sick will not be adverse,
For she's sure to be a very fine nurse."



SYLVIA AUGUSTA GROVER, "Syb."
Bethel, Maine, Feb. 12, 1909.

4 years.

Y. W. C. A. (1, 2, 3, 4); Delegate to Camp Maqua (3); Operetta (2); Glee Club (2, 3, 4); Editorial Board (3); Commencement Play.

"A giggle, a grin,
A dimpled chin,
You'd just know,
'Tis mischief she's in!"



CHARLES EDMOND GUILLET, "Mo."
Marievillle, P. Q., Canada, March 17, 1907.

3 years.

Varsity Tennis (4); Stage Manager for Senior Play (4); Stage Manager for Commencement Play (4).

"'Twasn't the cough that carried "Mo" off,
'Twas the Coffin she carried him off in."



DOROTHY JEAN HANSCOM, "Dot."

Bethel, Maine, March 12, 1908.

4 years.

Y. W. C. A. (1, 2, 3, 4); Delegate to Camp Maqua (2); Class Basketball (1); Varsity Basketball (2, 3, 4); Manager Basketball (3); Captain Basketball (4); Editorial Board (1, 3, 4); "The Outsider" (1); Operetta (2); "Why the Chimes Rang" (3); "The Golden Doom" (4); Folk Dances (3, 4); Public Speaking (1, 2); Mandolin Club (2, 3, 4); Presentation of Class Gift.

"A very good student is our 'Dot,'
And when there's fun she's on the spot."



EUGENIA MAY HASELTON, "Gene."

Bethel, Maine, April 28, 1907.

4 years.

Y. W. C. A. (1, 2, 3, 4); Minstrel Show (1); Operetta (2); Glee Club (2, 3, 4); Class Basketball (3, 4); Y. W. C. A. Cabinet (4); Commencement Play.

"She oft' has pleased us with her song,
We wish her a merry life and long."



CHARLES SHERMAN HASELTON, "Fat,"

Bethel, Maine, Sept. 19, 1908.

4 years.

Glee Club (2, 3, 4); Y. M. C. A. (1, 2, 3, 4); Y. M. C. A. Treasurer (3, 4); Class Basketball (1, 2, 3); Class Track (1, 2, 4); Class Baseball (1, 2, 4); Class Soccer (4); Varsity Soccer (4); Varsity Basketball (4); Varsity Track (4); Varsity Baseball (3, 4); Assistant Manager of Basketball (3); Manager of Track (4); "G" Club (4); Secretary and Treasurer of "G" Club (4); Editorial Board (3, 4); "As You Like It" (3); Delegate to Boys' Conference (4); Class Day Marshal (3); Class Vice President (4); Minuet (4); Commencement Play (4).

"In seeking a word to rhyme with Charley,
We stumble upon the name of Varley."



FLORENCE MAY HOWE.

Hanover, Maine, Oct. 27, 1908.

4 years.

Y. W. C. A. (1, 2, 3, 4); Y. W. C. A. Secretary (3); Y. W. C. A. Treasurer (4); "There is a Lad Here" (4); Commencement Play.

"Our Florence is a quiet lass,
One of the pluggers in our class."



FRANKLIN AMOS KENISTON, "Ken."
Lovell, Maine, April 12, 1909.

4 years.

Class President (2, 3, 4); Class Basketball (1); Varsity Basketball (2, 3, 4); Class Baseball (4); Varsity Baseball (1, 2, 3, 4); Class Track (1, 2, 4); Varsity Track (1, 2, 4); Captain Varsity Basketball (4); Class Winter Sports (1, 2, 4); Class Soccer (4); Varsity Soccer (4); Class Gym Team (4); Captain Class Gym Team (4); Glee Club (1, 2); Y. M. C. A. (1, 2, 3); Delegate to Y. M. C. A. Conference (1, 3); Class Tennis (2, 4); "A Fan and Two Candlesticks" (4); Captain Varsity Soccer (4); Varsity Tennis (4); Commencement Play.

"In sports you've been our star athlete
With a record that's hard to beat."



FRANCES ELOHE LANE.
Upton, Maine, Oct. 26, 1909.

2 years.

Y. W. C. A. (3, 4); Commencement Play.

"A peach for a lark,
And a real math shark!"



PEARL ANNA LaRUE, "Pal."
Whitefield, N. H., March 21, 1907.

4 years.

Y. W. C. A. (1, 2, 3, 4); Y. W. C. A. Cabinet (3, 4); Class Basketball (1, 4); Glee Club (2, 3); Mandolin Club (3, 4); Minstrel Show (1); Operetta (2); Commencement Play.

"Exquisitely neat
With a manner that's sweet.



ELIZABETH AYERS MASON.
Bethel, Maine, June 27, 1907.

4 years.

Class Basketball (1, 2, 3, 4); Public Speaking (1); Y. W. C. A. (1, 2, 3, 4); Y. W. C. A. Cabinet (1, 3); Y. W. C. A. President (4); Operetta (2); Delegate to Camp Maqua (2, 3); "Why the Chimes Rang" (4); Valedictory.

"Elizabeth is a student rare,
True and loyal, fair and square."



LELAND EARNEST MASON.
Portland, Oregon, Nov. 3, 1907.

4 years.

Y. M. C. A. (1); Class Basketball (4); Class Soccer (4); Class Baseball (4).

"Free Air!"



ELINOR ALFREEDA OSBORNE.

Auburn, Maine, Sept. 3, 1908.

4 years.

Mandolin Club (4); Class Basketball (1, 2); Varsity Basketball (3); Y. W. C. A. (1, 2, 3, 4); "There is a Lad Here."

"In domestic art
She did her part.



MAE GERALDINE OSBORNE

Auburn, Maine, Sept. 27, 1907.

4 years.

Y. W. C. A. (1, 2, 3, 4); Y. W. C. A. Cabinet (4); Glee Club (2, 4); "There is a Lad Here" (4); Commencement Play.

"Always cheerful, happy and gay,
When you want a favor done ask Mae."



INA FLORENCE POTTER, "Penelope."
Island Pond, Vt., Sept. 2, 1907.

2 years.

Y. W. C. A. (3, 4); Glee Club (3, 4); "The Bishop's Candlesticks" (4); Commencement Play.

"Happy, witty, staunch and true,
Yet serious and 'earnest' too."



LILLIAN FAYE SANBORN.

Bethel, Maine, Oct. 12, 1908.

4 years.

Y. W. C. A. (1, 2, 3, 4); Y. W. C. A. Cabinet (3); Class Secretary and Treasurer (1); Public Speaking (1); Minstrel Show (1); Class Basketball (1); Varsity Basketball (2, 3, 4); Operetta (2); Class Vice President (2); Editorial Board (2); Assistant Editor-in-Chief of Herald (3); Editor-in-Chief (4); Mandolin Club (3, 4); Folk Dances (3, 4); "Why the Chimes Rang" (3); "The Golden Doom" (4); Transfer of Twentieth Century Club Banner.

"In every work she's been a star,
May her merits shine afar."



MARION SARAH SKILLINGS.

Harvard, Mass., Sept. 23, 1907.

4 years.

Y. W. C. A. (1, 2, 3, 4); Class Basketball (2, 3, 4); "There is a Lad Here" (4); Commencement Play.

"In her work as teacher
May good luck reach her."



E. KENNETH STANLEY, "Poop Doolittle."

Bethel, Maine, Aug. 11, 1907.

4 years.

Class Vice President (1, 3); Class Secretary and Treasurer (2); Y. M. C. A. (1, 2, 3, 4); Secretary of Y. M. C. A. (2); President of Y. M. C. A. (4); Public Speaking (1); Editorial Board (2); Assistant Manager of Herald (3); Manager of Herald (4); Vice President Undergraduate Association (3); President Undergraduate Association (4); Class Basketball (1, 2, 3); Varsity Basketball (4); Class Track (1, 2, 4); Varsity Track (2, 4); Class Baseball (1, 2, 4); Varsity Baseball (3, 4); Captain Varsity Baseball (4); Class Soccer (4); Varsity Soccer (4); Class Winter Sports (4); Class Gym Team (4); "G" Club (4); Delegate to Boys' Conference (4); Manager of Senior Plays (4); "The Golden Doom" (4); Salutatory.

"Baseball, basketball, track, Herald, Y. M. C. A.,
What will all these do without your say?"



HUBERT WESTON STEVENS, "Steve."

Bethel, Maine, April 30, 1909.

4 years.

Class Soccer (4); Class Basketball (4); Class Baseball (4); "The Golden Doom" (4); Commencement Play.

"Steve" and Leaping Lena roared by at twenty miles per hour.



GERALDINE MARTHA VALENTINE, "Gerry."
Gilead, Maine, Dec. 1, 1906.

4 years.

Glee Club (2, 3); Mandolin Club (2, 3, 4); Y. W. C. A. (3, 4); "There is a Lad Here" (4); Commencement Play.

"Some folks don't have any Valentine,
But for one we don't have to pine."



DOROTHY VARLEY, "Dot."
Yarmouth, Mass., Oct. 30, 1906.

1 year.

Y. W. C. A. (4); Commencement Play.

"A girl with vim,
Dictator to Charley,
That's 'Dot' Varley."



ELIZABETH MARY VERRILL.
Bethel, Maine, May 25, 1908.

4 years.

Class Basketball (2); Y. W. C. A. (1, 2, 3, 4);
"There is a Lad Here" (4); "The Golden Doom"
(4); Commencement Play.

"We have a 'Lizzie' made of gold,
She can be neither bought nor sold."



HOPE STANLEY WHEELER, "Hopeless."
Lewiston, Maine, June 20, 1910.

4 years.

Y. W. C. A. (1, 2, 3, 4).

"She's a favorite dcn't you see
With lots of pep and ability."



GERALD YORK, "John Bull."

Loon Lake, Maine, May 4, 1908.

4 years.

Y. M. C. A. (1, 2, 3, 4); Vice President Y. M. C. A. (3); Delegate to Y. M. C. A. Conference (4); Class Basketball (2, 3, 4); Varsity Basketball (4); Class Soccer (4); Varsity Soccer (4); Class Baseball (1, 2, 4); Class Winter Sports (2, 4); Class Track (4); Assistant Manager Track (3); Glee Club (2, 4); "G" Club (4); Class Gym Team (4); Class Tennis (4); "Bishop's Candle Sticks" (4); Minuet (4); Assistant Manager of Senior Plays (4); President "G" Club (4); Varsity Tennis (4); Captain Varsity Tennis (4); Commencement Play.

Onions—Roquefort—Ginger—Eggs-on-the-half-shell—Spinach—et cetera.

"When do we eat?"—John Bull.



ELIZABETH HARRIET COFFIN, "Betty."

Portage, Maine, Nov. 15, 1909.

1 year.

Y. W. C. A. (4); Mandolin Club (4); Glee Club (4).

"Although you've been with us only a year,
We're certainly glad to have had you here."



VIRGINIA LEE, "Bobbie."

Syracuse, New York, June 23, 1908.

2 years.

Y. W. C. A. (3, 4); Class Basketball (3, 4); Mandolin Club (3); Secretary of Undergraduate Association (4); "A Fan and Two Candlesticks" (4); Glee Club (4); Folk Dances (3, 4); "Why the Chimes Rang" (3); Y. W. C. A. Cabinet (3, 4); Accompanist for Boys' Glee Club (4); Commencement Play.

"We understand you are interested in automobiles,
Bobbie, especially in Franklins."

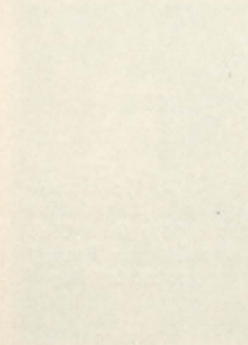
PRISCILLA ALDEN PRATT, "Pussy."

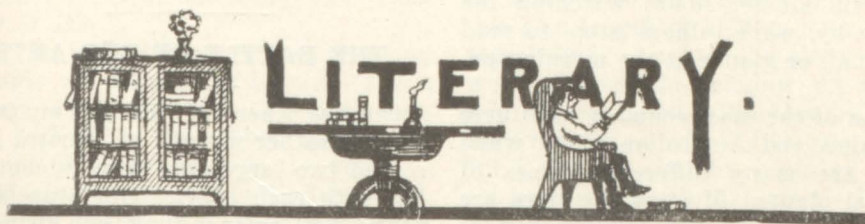
Reading, Mass., Jan. 28, 1909.

1 year.

Y. W. C. A. (4); Commencement Play (4); Class Ode.

"Although you've been with us a very short time,
You've shown us your skill in making rhyme."



**MT. WASHINGTON.**

The sun has risen and in its beams
 The distant peak, lofty, snow-covered,
 Round which, often the eagle hovered,
 Lifts crowned summit, and golden gleams.
 True idol of pigmy hills it seems,
 Which 'neath its majesty lie smothered
 By nature with minor beauty covered.
 Washington, tow-ring height of dreams.
 O that grey and swiftly surging time
 May not mar with ever-aging hand,
 Grandeur wrought in lowly human's sight;
 The White Mountain Monument sublime,
 Revered Alpine Height in New England,
 Washington, New Hampshire's lasting right!

E. A. M., '26.

A STAR.

Moonlight is shining through the trees,
 Bathing the land with silvery beams,
 While faintly, here and there it seems
 The fairies whisper with the breeze.
 Then from above the king decrees
 The stars be wakened from their dreams
 To shimmer in the rushing streams,
 And lo, a star the heaven weaves.
 Serenely on its lofty throne
 Like a taper burning high.
 It stands supreme, but not alone,—
 A monarch reigning in the sky.
 Then silently without a moan
 It fades, as we like it must die.

F. S., '26.

A SPRING MORNING.

The very first peep of day gave promise
 of a real spring morning. The eastern
 sky gradually became a rosy pink
 which merged into the delicate whitish
 blue, and then into the darker vault of
 mid-sky. A warm breeze blew faintly

from the direction of a neighboring apple orchard and its sweet-scented fragrance added to my appreciation of the beauty which surrounded me. A thrush soon added a mellow beauty to the scene by his sweet burst of song, in gratitude for the day just dawning. Into the midst of all this beauty the sun had now risen, enveloping the whole world, as it seemed, in a glorious radiance. The clear blue sky was now filled with bird life. Swallows, doves, larks and even the tiny sparrows were winging their way along; some in the quest of an early breakfast, and others bound north to seek new feeding grounds. The green grass, soft as velvet, covered the earth while here and there peeped a wild flower,—perhaps a violet which had been modestly hidden away, or maybe a snowdrop nodding its pretty head in the sheer joy of spring.

Thus marveling on the exquisite beauty of this spring morning I went about my duties with this thought so beautifully expressed by Carlyle:

"So here hath been dawning
 Another blue day
 Think, wilt thou let it
 Slip useless away."

C. F., '29.

A VISIT TO ST. PETERSBURG.

A visitor in the "Sunshine City" is usually surprised when taking his first walk to see the streets lined for miles

with green benches, for which St. Petersburg is famous. Many of the people here will sit for hours watching the passers-by, while others stop to read their mail or glance at the morning papers.

Some of the most common trees here are palms and Australian pines, while there are many different species of tropical plants. Most of the trees are covered with Spanish moss which is very graceful and also typical of the Southland.

It is said that the cocoanut palm has a nut for every day in the year, and that one ripens and falls every day. The royal palm is very beautiful as its trunk is smooth and white, while that of the other palms is very rough and unattractive.

In some of the smaller towns, where there are no electric lights, the trunks of the trees are painted white so that they are visible to any one walking or riding in the evening.

Perhaps one of the greatest improvements ever undertaken by the "Sunshine City" was the building of Gandy bridge, a causeway between St. Petersburg and Tampa. It is the longest automobile toll bridge in the world and was completed in less than three years, making a direct route to Tampa and all points south.

Last year the Smithsonian Institute made excavations at Wheedens Island where they found many Indian skulls and relics which were taken back to Washington for specimens.

An historical point of interest is the "Shell Mound" which is believed to be a tomb for famous Indian chiefs, as it was there when first extensive explorations were made.

These are some of the things which interested me at St. Petersburg and I

wish I might have stayed there longer.
D. P. E., '29.

THE BATTLE OF THE ANTS.

One day when I went out to my wood-pile, or rather my pile of stumps, I observed two large ants fiercely contending with each other. One was black, nearly half an inch long, and twice the size of the small red one, his fierce antagonist. Having once got hold they never let go, but struggled and wrestled and rolled on the chips persistently. Looking farther, I was surprised to find that the chips were covered with such combatants, also that it was not a duel between merely two ants, but a war between two races of ants; the red always pitted against the black, and usually two red to one black. The men of these ants covered all the hills and vales in my wood-yard, and the ground was already strewn with the dead and dying. On every side they were engaged in deadly combat, yet without any noise that I could hear, and human soldiers never fought so resolutely.

I watched a couple that were fast locked in each other's embraces, in a little sunny valley amid the chips, now at noon prepared to fight till the sun went down or life went out. The smaller red champion had fastened himself like a vice to his adversary's front and head, and through all the tumblings on that field never for an instant ceased to gnaw at one of his feelers near the root, having already caused the other to drop. The stronger black one dashed him from side to side, and, as I saw on looking nearer, had already divested him of several of his members. They fought with more persistency than bull

dogs, and neither showed the least disposition to retreat. From this it was evident that their battle cry was "Conquer or Die."

In the meanwhile, there came along a single red ant on the hillside of this valley, evidently full of excitement, who had either dispatched his foe, or had not yet taken part in the battle.

He saw this unequal battle from afar, and drew near with a rapid pace till he stood on his guard within half an inch of the combatants; then watching his opportunity he sprang upon the black warrior and commenced to gnaw on the right fore leg, near the foot; and so there were three united for life, as if a new kind of attraction had been invented, one which put all other locks and cements to shame.

I took the chips on which the three I have particularly described were struggling, carried it into my house, and placed it under a tumbler on the window sill in order to see the issue.

Holding a microscope to the first mentioned red ant, I saw that, though he was persistently gnawing at the near fore leg of his enemy, having severed his remaining feeler, his own breast was all torn away, exposing what vitals he had to the jaws of the black warrior, whose breastplate was apparently too thick for him to pierce; and the dark eyes of the sufferer shone with ferocity such as only war could excite.

They struggled half an hour longer under the tumbler, and when I looked again, the black warrior had severed the heads of his foes from their bodies, and the still living heads were hanging on either side of him like ghastly trophies at his saddle, still apparently as firmly fastened as ever, and he was endeavoring with feeble struggles, being

without feelers and only the remnant of a leg, and I know not how many other wounds, to divest himself of them; this at a length of half an hour, he accomplished. I raised the glass, and he went off over the window sill in that crippled condition. Whether he finally survived that combat, I do not know; but I thought that his industry would not be worth much thereafter. I never learned which party was victorious, nor the cause of the war; but I felt for the rest of that day as if I had witnessed the struggle, ferocity, and carnage of a human battle before my door.

M. A. C., '28.

THE PRICE OF REVENGE.

The pale moon was slowly creeping from its hiding place behind a threatening cloud, and its light, gleaming through the stately trees, cast fantastic images of ghosts and goblins who danced about in high glee over the spreading lawns.

Darkly seen against the background of lofty woods was outlined an enormous structure, such as might well befit one of noble birth, who, by some mishap, had not reached sovereignty, and had retired to one of the gorgeous estates formerly dwelt in by lords and ladies of the court.

Such was the case of the Marquis de Corwert, a widower, and his daughter, Charlotte, who was the only living person ever honored by a kind word from the Marquis.

Thirty years before, de Corwert had fought for the Kingdom; but was completely crushed by a bitter enemy who had not lived long enough, after acquiring his position, to receive the mighty

blow which had been planned against him by his rival. So, now, after thirty years of jealousy and rage, he was about to deal a blow with mightier force against the son of the man who had caused him years of wretchedness.

Dark was the way which led to the spacious rooms within. But illuminated, indeed, were the halls in which sat the Marquis, surrounded with luxury, and content with even a servant whom he might make unhappy with his ungoverned tongue.

"Bring hither my tray, piled high with fruit and wine," said he. "Do not tarry on the way; my thirst for revenge gives me an appetite for wine. Go, scoundrel, and perform my bidding. But wait, while on thy way, send my daughter to me."

No sooner had the servant disappeared, than the light step of Charlotte, as she tripped joyfully across the room, was heard by the Marquis. Something of pride shone in his eyes as he gazed upon his beautiful daughter; as often the most cruel heart will soften as the eye perceives some cherished treasure. For just so had the Marquis guarded Charlotte, that she might some day be used to gratify the flame for revenge, which was always glowing in his heart, ready to burn one for whom his hatred would never die. But this one, —alas, how little had Charlotte guessed she could care so much for him! Now, as she sat upon her father's knee, listening to his cruel plans for murdering her lover, she began to realize the truth of Douglas' words—"love will come." Before she had taken delight in their secret meetings, laughing away his words of love. But the thought that she would never see him again was unbearable; so she cast herself upon her father's mercy, begging him to think

kindly of Douglas, and not to blame him for his father's deeds. The Marquis, enraged at his daughter, ordered her to be locked in the room adjoining his own, lest she reveal his secret, before he has had time to execute his evil deed. However, a servant, greatly startled by one whom he has learned to fear, often confuses orders, thus Charlotte was locked in the room containing the secret stairway.

Great was her joy at finding herself thus able to escape, for now she knew that if very precautions, she could warn Douglas of his impending danger. But she must make haste. Silently she descended the stairs, and ran boldly across the lawns flooded with brilliant moonlight. Quick were her steps, for in the distance she could hear her father's voice giving orders to a small band of armed men. Nearer came the voices, until it seemed to Charlotte they must see her. Then quickly she bounded across the drawbridge, which, more than once had saved Douglas' castle. She realized well there was not time to warn him, for already the enemy had reached the bridge.

Charlotte's mind turned from Douglas to her father, for well she knew the time had come when she must choose between them. It would be an easy matter to pull the rope which would upturn the bridge, thus throwing its occupants into the black, roaring depths below; but she remembered her father, and her hand would not move. No, she could not cause his death. At any rate, she would die with Douglas, rather than be separated from him even by death.

Firmly she stood as they approached. She met her father's look of surprise and disdain; she wavered, and would have fallen, but for two strong arms which held her close in their embrace.

Glancing up, she looked straight into the gleaming eyes of Douglas. Just as de Cowert advanced, spear in hand, Charlotte rushed forth to plead with him; only to be pushed roughly aside. In her backward movement the dimness and her unskilled step were not sufficient warning; with a little cry she slipped to the dashing waves beneath. Douglas, thinking only of her safety, plunged into the black abyss, hoping to save her.

Alas, long were the hours through which the anxious father watched; but never a sign of her whom he loved. Oh, the grief and fear which gripped his heart as he realized he had caused his daughter's death. She was gone. Too late, he acknowledged his error in mistrusting her, and in plotting the death of so noble a knight as Douglas. Tears of anguish and regret flowed from his eyes, as he slowly retreated to seek rest and forgiveness within the walls once gladdened by his daughter's cheery voice.

The course of years has gradually worn away the bitter tragedy of that awful night. Now, two beautiful white doves fly above those yawning gulfs, making manifest the spirit of love and peace,—as two snow white souls, though living a heavenly life, might spread their influence among the living. Slowly they descend, until presently they rest upon the shoulder of an aged man, whose flowing white locks fall about his shoulders, and whose trembling hand is extended as if seeking forgiveness for his early crime. Slowly he lifts his eyes toward heaven, while he prays for the day when he will join his loved ones, whom he has so deeply wronged, and for whom he has suffered so much in return.

F. S., '26.

MUSIC DEPARTMENT.

I AM MUSIC.

"Servant and master am I; servant of those dead, and master of those living. Through me spirits immortal speak the message that makes the world weep, and laugh, and wonder, and worship.

I tell the story of love, the story of hate, the story that saves and the story that damns. I am the incense upon which prayers float to heaven. I am the smoke which palls over the field of battle where men lie dying with me on their lips.

I am close to the marriage altar, and when the graves open I stand nearby. I call the wanderer home, I rescue the soul from the depths, I open the lips of lovers, and through me the dead whisper to the living.

One I serve as I serve all; and the king I make my slave as easily as I subject his slave. I speak through the birds of the air, the insects of the field, the crash of waters on rock-ribbed shores, the sighing of wind in the trees, and I am even heard by the soul that knows me in the clatter of wheels on city streets.

I know no brother, yet all men are my brothers; I am the father of the best that is in them; and they are fathers of the best that is in me; I am of them, and they are of me. For I am the instrument of God. I Am Music."

It is not generally known who wrote this exquisite prose poem, "I Am Music." It was sent for publication by the Supervisor of Music in a certain town in Pennsylvania. And this is the way it came to him: One winter afternoon as he was leaving the school building, a rough-looking little chap—a typi-

cal seventh grade boy—came up to him.

"I've been waiting to see you sir," he said, his face beaming. "I found this about music in an old newspaper. I liked it and I-I thought you'd like it too, so I brought it to you." And he handed the supervisor a crumpled newspaper clipping which contained this beautiful tribute to music.

Our music course at the Academy this year has consisted of one class weekly for each the orchestra, the boys glee club, the girls' glee club, and the mandolin club. There have been two weekly special classes consisting of training in group singing with a few of the fundamentals of the theory of music also given. One period a week has been devoted to chorus singing with some notes on theoretical work and notation. This last course alone was compulsory for every pupil in school. The other courses have been elective and some of them have had a very encouraging number of enrollments.

It has been stated that "music is a thrill in education and not a 'frill' in education." Yet it is surprising to discover how many people today still believe that music in the schools is merely a "frill" and a worthless expenditure of time and money.

It is true that music, as taught in the schools does not prepare a person with a means of earning a livelihood immediately upon graduating from high school; this is as true of many other subjects which the schools offer. However, a thorough course in music does equip our boys and girls with a love for the highest of arts, a standard of what is good in that art, a means of wise employment of their leisure and a social asset of which they can never be deprived.

Music is a clean emotional outlet, a

means of self-expression, a means of aesthetic development, a means of developing team-work, cooperation and respect for the attainment and rights of others, a social agency creating good will and community spirit, an opportunity for wholesome rivalry and one of the best channels for bringing the schools to the public.

In other words, it is the development of the beautiful and spiritual rather than of the physical side of the children's lives and it should not be neglected.

NORMAL DEPARTMENT.

WHY I WANT TO BE A TEACHER.

When I entered Gould Academy, four years ago, the word future held no significance for me beyond something distant, hazy and unreal. I had not the slightest idea of what I wished to make my life work. The first two years drifted by, and still I had formed no definite aim. During the summer vacation between my second and third years, I had the care of several small children. My interest in children grew so strong that the idea of training for a teacher presented itself to me. So, at the suggestion of friends, I enrolled in the Junior Normal class, and have never regretted my decision. During our senior year we have worked with the children, co-operated with teachers of all grades and have tested ourselves to learn whether or not we would enjoy teaching, for we realize the inefficiency of the teacher who finds no pleasure in her work and that the time to determine our own qualifications is before we accept a position.

The instruction in our two years'

Normal course, which has included our associations with teachers and children, has convinced me that I want to be a teacher such as Gould Academy will not regret having graduated.

R. M. G., '26.

WHY I WANT TO BE A TEACHER.

Several years ago I saw in a magazine an article which told of the need of teachers. I resolved then that if I had the chance to become a teacher that I would study hard to be "a workman that needeth not to be ashamed." As the years have gone by I have come to realize a little of what that great word "teacher" means.

Before us are the children, the citizens of the coming years. They are to govern our land and keep us a leading nation of the world—but who is to train these children? Where are they to get their examples and who is to lead them in the paths which they must follow? So much of the child's time is spent in school that the teacher has a large share in the shaping of his ideals of manhood and womanhood.

I love children and I like to study them to learn their individual needs. I want to be of help to each one in all the ways I can. David Starr Jordan said, "If you wish to be of some use in the world, do something for children." It is chiefly because of the service that I desire to render that I want to be a teacher, to help boys and girls "to find and give their best."

M. E. B., '26.

OBSERVATION AND PRACTICE WORK IN THE GRADES

There is great value in the opportunity to observe and teach under the direction of teachers who have had ex-

perience. They can criticize a student-teacher and help her in a way that will make her feel that she has gained, in a few days, a great deal that might have taken her weeks to find out for herself.

In years previous, to a teacher training course, a teacher might be one of a number of girls who wanted to earn a living and thought school teaching was about as easy as anything she could undertake. It didn't require much study. Anybody could be a school teacher. Any one could tell children what to study from their books. Any one could assign lessons. Any one could ask questions. She didn't realize the need of a variety of methods by which she could hold her pupils' interest. She did her practice teaching with no one to advise her, no one to encourage her in her efforts, no one to give kindly criticisms and help her as she struggled through her first few weeks of teaching. Problems confronted her in disagreeable ways. She might have said to herself, "Oh, if some one who has had these same problems were here to tell me her experiences, I think I might learn how to decide these questions."

Not so with the teacher of today. She has already done her practice-teaching. She is ready to really teach. She thinks of the various ways in which the teachers she has observed deal with such problems. She thinks of the discussions of just such questions in her normal classes and undertakes her work with a feeling of confidence.

I well remember the first day I went into a school for the purpose of observing. We were asked to take notes on the teacher, the methods she used, her ability to hold the interest of her pupils and her disciplinary powers. Then, too, we had to observe the room, the decorations and board work, the light-

ing, heating and ventilation conveniences, the work on the playground and the general attitude of teacher and pupils. The thought went through my mind, "O dear, how can I ever notice all these things and report on them in class tomorrow!" I knew, too, that I must teach that same class the following day. I went to sleep that night still saying, "How can I ever do it." When I entered the schoolroom the next day I felt very small and shaky. Dreading it was really the worst part, for once I had started my class the children were so interested in the lesson that I forgot my embarrassment and we got along very well. I was faced with various problems in the days that followed but with the aid of the teacher in charge the problems were solved and my mistakes corrected. The daily routine went on smoothly till, after a few weeks, I noticed that I was gaining confidence and that my embarrassment was gradually disappearing. I realized that I had learned much that would be of help to me when I began my work in my own school.

S. G., '26.

THE VALUE OF STORY-TELLING IN THE GRADES.

One of the best methods of interesting children in the primary grades and developing their power of attention is through story-telling. Many a child who is listless and unresponsive to the efforts of his teacher, as she tries to impress him with certain facts, will beam with pleasure at the suggestion of a story and rivet his eyes upon the teller.

To arouse interest is only one of the reasons for story-telling. Fortunate the teacher who, after an hour of formal recitation work, can relieve the school-room atmosphere by means of a

well-told story. Thus the story serves to create a pleasant relationship between teacher and pupils.

Often it is difficult to impart some bit of knowledge to a child but if the same fact is heard in a story, the desired results may be obtained.

There is always a variety in the kind of stories to tell, and in each variety there are many stories. First, there is the fairy or wonder tale, which develops the child's imagination, then the nonsense tale, which cultivates the sense of humor. The nature story is always good. It leads him to observe and appreciate the wonders all about him and teaches him to be kind to his dumb brothers. The historical story not only teaches facts, but also aids in teaching morality. It develops hero worship and the child who has a hero to pattern after has a stimulus for right-living. Another and one of the greatest reasons for story-telling is that it enlarges the child's vocabulary and teaches him correct forms in his study of English. Lastly, story-telling promotes the desire for the child to learn to read for himself.

All in all, stories, if wisely selected and effectively told are the means of intellectual and moral development.

E. M. C., '27.

HOME ECONOMICS.

AN INTERESTING WEEK.

Each member of the Senior Home Economics Class has prepared the meals for a family of four persons for one week. The family consisted of the teacher, the girl who had charge of the meals and who also acted as hostess, and two other girls, one of whom waited on the table. Each hostess entertained at least one guest during the

week. This work has given us a taste of real housekeeping.

Every girl made out her menus for the entire week in advance, figured up the calories to find out how much of the various kinds of food would be needed, and estimated the cost from actual market prices to make sure she was planning meals that would not be too expensive. It was easier this way than it would have been if we had planned our meals as we went along. When all this preliminary work was done each of us in turn received a check for a definite amount which we tried to spend to the best advantage in buying provisions. By the end of the week we had quite a fund of practical information which we passed on to the others, such as, where we found the largest eggs or the best oranges.

We all dreaded the actual practice work until it was time to begin, and then we were eager to prepare the first meal. Each girl did her own market-ing, cooked her meals and looked after the fire. Looking after the fire was the most difficult at first but before the end of the week it became a common thing. We kept an account of everything we bought, and a separate account of everything we used from the Cottage supplies, so that at the end of the week we could balance our accounts and find out how much we had saved. No one exceeded her allowance. She would have been in disgrace if she had because no girl doing this practice work ever has failed to keep within her allowance.

At the end of the week we had to launder our table linen and dish towels and wash the pantry floor to make ready for the next girl to begin.

When the week was finished each of us wished we had another because it seemed as though we had only begun

to get acquainted with our splendid practice house. It was perhaps the busiest and yet the most interesting week in our Home Economics work, thus far this year.

Senior Home Economics Class.

A DAY AT THE COTTAGE.

As the last member of the Senior Home Economics Class was finishing her week of preparing meals at the Cottage some one suggested that we celebrate the completion of this part of the work. There was a quick and eager response from every member of the class so we asked our teacher if we might furnish our own provisions and have a class banquet. Having obtained permission, immediately we set about planning the menu and assigning a definite task for each one. The last girl would serve her last meal at noon on Monday and we decided to have the banquet, which in reality was just a little "get to-gether" supper, that night.

All day a feeling of excitement and happiness hovered over us in anticipation of the happy time to come. We spent our class period preparing the food and everything was done with the greatest care. We decorated the table with a small wax plant in the center, some special place cards at each cover and tiny sprays of paper roses as favors.

When the appointed hour came we gathered about the table and ate and talked and told stories. At our regular meals one of us had to be hostess, but this time our teacher was hostess and every one enjoyed that banquet more than words can tell.

When supper was over, of course the dishes had to be washed, but we all agreed that we never had really en-

joyed washing the dishes so much as we did that night. Then we put away the silver, took out the table leaves and closed the table, thus finishing one of the big problems of the year. It was the happiest day I ever spent at the Cottage and all the little things that happened that night are stamped indelibly on my memory.

F. M. C., '26.

THE IMMEDIATE VALUE OF FOOD STUDY.

The study of foods is a vital subject for all of us, and we should apply our knowledge and use the food which is provided for us to the very best advantage. Foods are classified in groups and it is from these groups that we must choose. The first thing to do is to find out our own individual needs. If we find we are getting too much carbohydrate, we determine what food should be substituted to give proper nourishment. One of the most common changes that people make is the eating of more vegetables and less protein, especially meat. Perhaps there are certain foods which we need but do not like, it is our duty to learn to prepare ways in which to prepare nearly every kind of food. If we find that we ought to eat a certain food which we do not like, it is our duty to learn to prepare it in a way in which we can relish it. The old saying that we get out of life what we put into it may be applied to the subject of food. If we use too large a proportion from one or two groups and continually neglect the use of foods from another group we shall, in time, suffer for our mistake. If we want to be strong and healthy we must eat the proper foods and amounts of food at regular intervals.

H. J. M., '28.



One of the very pleasant events of the winter term was the Senior sleigh ride. This ride to West Bethel will long be remembered and the hospitality of Mr. and Mrs. Adrian Grover and their daughters, Sylvia and Dorothy, who are members of the class, was much appreciated. Singing and dancing were enjoyed at the Grovers, and dainty refreshments were served. Miss Litchfield and Mr. Parsons acted as chaperons.

Several of the students, also Mr. Everett Brasier, attended the Winter Carnival at Berlin, N. H., February twentieth and twenty-first. Among these were Frances and Margaret Lane, Calista Curtis, Rachel Bean, Elizabeth Mason, Edna Guillet, Virginia Lee, Loraine Mahern, Rosalind Harris, Bettina Sawyer, Helen and Margaret Carter, Albert Bean, Homer Gregory and Arthur Brown.

The students were allowed a holiday upon the occasion of The County Young People's Conference held in Bethel. Nearly all the pupils availed themselves of the opportunity to attend the discussions and banquet.

Miss Kathryn Hanscom spent the Easter vacation in Washington, D. C., the guest of Miss Virginia Hewins, a former teacher at Gould, who is now teaching at the Fairmont School for Girls in Washington, D. C.

Cards have been received announcing the marriage of Miss Ruth Lenfest to Mr. Richard Gill, on April nineteenth. Miss Lenfest was Supervisor of Music at Gould last year.

The school learned with pleasure the announcement of Mr. Brasier's engagement to Miss Ellice Drew of Boston. During Miss Drew's recent visit in town a pleasant tea was given by the faculty at The Marian True Gehring Students' Home in honor of her and Mr. Brasier's mother who was his guest at the same time.

Professor William D. McRae of the International Young Men's Christian Association College at Springfield was a recent guest of the school. He gave an inspiring talk to the students and many of the boys took advantage of the opportunity to talk with him personally concerning their plans for the future. Mr. Carr Kennedy, our Physical Director, is a graduate of the Y. M. C. A. College.

Ernest Pratt, who recently visited the school, was submaster at Gould from '97 to '99. He now manages two large farms at Hineckley, Maine.

Miss Marian Pratt, for many years Preceptress at Gould, recently visited her niece, Miss Priscilla Pratt, a member of the Senior Class.

Mr. Earl Watson, a former Gould student, addressed the Senior class concerning the advantages of Bay Path Institute, by whom he is employed.

On March twenty-fourth, a faculty party was held at Bethel Inn in honor of Mr. Hanscom's birthday. After a delicious dinner the evening was spent in the parlor of the Inn. Cards were enjoyed and Miss Huerlin's reading and Mr. Brasier's solo were greatly appreciated.

Miss Virginia Goodnow will represent the school at the County Speaking Contest to be held at Mexico. Her selection will be "The Soul of the Violin."

An impressive little service in commemoration of the birthdays of Washington and Lincoln was held in place of the regular chapel exercises on Feb. 19. The service was in charge of the Y. M. C. A. and the Girl Reserves. Kenneth Stanley and Dorothy Grover acted as leaders. Two poems, one a tribute to Washington and the other to Lincoln were recited by Carolyn Cushman and Lynda Barnett, respectively. Special musical numbers including "Mount Vernon Bells" by a group of boys and a duet entitled "A Lincoln Song" by Esther Caldwell and Jeanette Fraser were much enjoyed. Previous to the singing of "The Battle Hymn of the Republic" by the school, Miss Grover told the story of the circumstances under which it was written.

The Twentieth Century Club, which includes the Senior class and faculty of Gould Academy, held a delightful social at the Marian True Gehring Students' Home for the March meeting. The spacious drawing room forms an ideal setting for gatherings of this type.

A short but pleasing program had been arranged by a joint committee selected from the faculty and students.

After listening to a piano solo, effectively rendered by Pearl Sampson, Principal Hanscom, President of The Club, made some remarks concerning its work and read excerpts from the Club Manual. A trio consisting of Elizabeth Coffin, Eugenia Haselton and Franklin Keniston then sang "I Would be True," the words of which are as follows:

"I would be true for there are those who trust me;

I would be pure for there are those who care;
I would be strong for there is much to suffer;
I would be brave for there is much to dare.

I would be friend of all—the foe, the friendless;

I would be giving and forget the gift;
I would be humble for I know my weakness;
I would look up, and laugh, and love, and lift."

Since this song includes the words of the Club motto: "To look up, to laugh, to love, to lift," it was voted to adopt it as the Club song, whereupon it was suggested that no better time than the present could be found for learning it, so a few minutes were spent in enjoyable and efficient practicing of this selection, the words of which so beautifully express the ideals for which the Club stands.

At the suggestion of one of the members it was voted to send a telegram bearing greetings to Mrs. J. G. Gehring, the founder of the Club, who is in New York for a few weeks.

A second piano solo, played with good expression by Sylvia Grover, was much enjoyed. Principal Hanscom then announced that a three-reel movie was the final number on the program. This proved to be a shadow pantomime of a selection entitled "The Ballad of The Beauteous Hepzibah and The Luckless Ferdinand." The selection was admirably read by Marian Bean, while Lola Gaudet as Hepzibah, Rachel Bean

as Ferdinand and Edmund Guillet as the irate parent illustrated the lines read.

The mirth-provoking number was followed by amusing games and contests into which all entered with zest and merriment. Refreshments of cake and sherbet were served, then followed a number of songs and cheers, and the good-nights were said.

Thus The Twentieth Century Club, which makes possible such happy mingling of teachers and students, promotes and fosters a spirit of cooperation and good-will which permeates the entire school.

A slight change has been made in the schedule for the work in music. The chorus period when all members of the school are required to be present is held on Monday afternoon. There are two classes each week for those who desire to know more of the technique of music. A good number of the students are taking advantage of this opportunity. The mandolin club meets for weekly rehearsals at the close of school on Monday, the boys' glee club on Tuesday, the girls' glee club on Wednesday, and the orchestra on Thursday evening.

The following students have maintained an average rank of at least ninety per cent in all their subjects for the six weeks ending January twenty-ninth:

Seniors—Marian Bean, Franklin Burris, Elizabeth Coffin, Garard Eames, Dorothy Hanscom, Frances Lane, Elizabeth Mason, Kenneth Stanley, Hope Wheeler.

Juniors—Edna Bean, Freeland Clark, Helen Cushman, Vivian Eagle, Ronald Keddy, Priscilla York.

Sophomores—Milan Chapin, Lenise Cummings, Josephine Lowell, Helen

Morton, Earlyn Wheeler.

Freshmen — Carolyn Cushman, Charles Freeman, Elton Glover, Amy Hanscom.

The following students have maintained a rank of at least 90% in each of their subjects for the six weeks ending March 12, 1926:

Seniors—Marian Bean, Elizabeth Coffin, Garard Eames, Dorothy Hanscom, Charles Haselton, Frances Lane, Elizabeth Mason, Kenneth Stanley, Hubert Stevens, Gerald York.

Juniors—Edna Bean, Vivian Eagle, Ronald Keddy, Priscilla York.

Sophomores—Earle Bryant, Milan Chapin, Lenise Cummings, Josephine Lowell, Helen Morton, Earlyn Wheeler.

Freshmen—Rebecca Carter, Carolyn Cushman, Elton Glover, Homer Gregory.

Miss Mary Abernethy, Director of Physical Training and Public Reading, was obliged to resign her position on account of ill health. Miss Abernethy endeared herself to teachers and students who were sorry to have her leave. Miss Abernethy went to her home in Pembroke, Maine, for a complete rest. The school is fortunate in having been able to secure the services of Miss Breta Heurlin of Wakefield, Mass., to take Miss Abernethy's work for the remainder of the year. Miss Heurlin was educated at Wakefield High School, Boston University and The Curry School of Expression. She was graduated from The Curry School in the class of 1925 and has been doing graduate work in dramatics in that institution during the past six months. Miss Heurlin has already shown her ability as an instructor.

Miss Stuart, Director of Household

Arts, and the Sophomore girls who take that course gave a delightful tea to the faculty and a few invited guests in honor of Miss Abernethy.

An Easter service was effectively carried out by the Girl Reserves at chapel exercises. The service was under the direction of Misses Edna Bean, Elizabeth Verrill and Evelyn Cole. Three special musical selections were much enjoyed; one, a duet by Evelyn Brinck and Virginia Goodnow; another, a duet by Misses Helen and Margaret Carter; and the third a quartette consisting of Sylvia Grover, Kathryn Ramsell, Eugenia Haselton and Madeline Brinck.

The three One-Act Plays presented in the William Bingham Gymnasium on the evening of April 29th by members of the Senior class reflected great credit on the participants and their director, Miss Breta Heurlin. The plays were of a unique character, each being entirely different in style. A pretty fantasy entitled "A Fan and Two Candlesticks," by Mary Macmillan, was presented first, followed by a masque, "The Golden Doom," by Lord Dunsane and last came a tragedy "The Minuet," by Louis N. Parker. These difficult plays were enacted by the boys and girls with the ease and polish one might expect from professionals.

Selections by the orchestra and mandolin club and the Girls' Glee Club were rendered with careful attention to expression and technique under the direction of Miss Alice Sweetser.

The characters in the plays were as follows:

A FAN AND TWO CANDLESTICKS

Hugh,
Nancy,
Ralph,

Franklin Keniston
Virginia Lee
Garard Eames

THE GOLDEN DOOM

| | |
|------------------|-------------------|
| King, | Arthur Corkery |
| Chamberlain, | Hubert Stevens |
| First Sentinel, | Dorothy Grover |
| Second Sentinel, | Thelma Bennett |
| Little Girl, | Lola Gaudet |
| Little Boy, | Betty Emery |
| Stranger, | Elizabeth Verrill |
| King's Spy, | Marian Bean |
| Chief Prophet, | Dorothy Hanscom |
| First Prophet, | Kenneth Stanley |
| Second Prophet, | Faye Sanborn |

THE MINUET

| | |
|--------------|------------------|
| Marquis, | Charles Haselton |
| Gailor, | Gerald York |
| Marchioness, | Calista Curtis |

Much interest is manifested in the Parliamentary Law class which has been organized by Professor Hanscom at the request of the students. Sixty students are enrolled and interest is keen for the organization of a debating team.

The averaging of class ranks indicated close competition in the effort to win the scholarship cup presented to the school by the class of 1925. Friends will recall that this cup is to be awarded at the close of each year to the class maintaining the highest scholastic standing. The record for the first half-year stands as follows: Sophomores 88.01, Seniors 87.58, Juniors 85.75, Freshmen 84.32.

The four Seniors having the highest average for the entire four years have the following marks: Elizabeth Mason, 96.1; Dorothy Hanscom, 95.6; Kenneth Stanley, 94.9; Faye Sanborn, 94.6.

Nine other members of the class whose average was not less than 90% are: Elizabeth Coffin, Frances Lane, Hubert Stevens, Marian Bean, Franklin Burris, Virginia Lee, Charles Haselton, Florence Howe and Hope Wheeler. The following had an average between 85% and 90%: Lynda Barnett, Arthur Cork-

ery, Florence Coburn, Calista Curtis, Garard Eames, Ruth Glines, Dorothy Grover, Sylvia Grover, Eugenia Haselton, Pearl Sampson, Gerald York and Elizabeth Verrill.

Class parts have been assigned as follows:

Valedictory—Elizabeth Mason.

Salutatory—Kenneth Stanley.

Presentation of Class Gifts—Dorothy Hanscom.

Transferring of Twentieth Century Club Banner—Faye Sanborn.

The Class Ode is open for competition to the entire class.

The Commencement Exercises will include a play entitled "The Wayside Piper," in which many of the class will participate.

NOTES FROM THE STUDENTS' HOME.

February—New dormitory rechristened. This time "Measles Manor" was the appropriate name suggested. Esther Caldwell and Susie Butterfield had the privilege of using the new Infirmary. Girls were isolated to their rooms and packed off home without a chance to bid them farewell. "Keep out" signs greeted us everywhere—and keep out we did (?). Nor were the boys spared—King Measles held full sway at Holden Hall—only The Cottage escaped his absolute rule.

February—A Gleam of Hope. The boys come over every week after supper, and romances begin anew.

February—Confusion. Preeceptress. "And whom did you wish to see? Miss er-er?"

February—Normality. All chairs occupied in the dining room. Chef serving one dinner.

March—Gloom. Miss Sweetser called home because of mother's illness.

March—Miss Abernethy resigns because of ill health.

March—Winter still lingers.

March—Brighter Days. Miss Sweetser returns with news of improvement of mother's health.

March—Excitement. Fire Drill in dead of night. A scampering of feet—roll call, back to bed. Next morning didn't know there was a fire drill. Somebody uses electric stove in the Infirmary. Third floor girls suspected. Grievance—Wish they had. Result. Doors all locked in Infirmary.

Saint Patrick's Day. Birthday party for Mo Guillet and Rachel Bean. Many good things to eat. Noisy souvenirs. Miss Litchfield and Mrs. Keniston share the eats.

April—Easter vacation. Miss Heurlin welcomed. Work on Senior Plays begins. More illness. This time mumps and German Measles. Slogan, "Keep away from me if you've got anything."

More Parties—Frank Keniston has a birthday. All the relatives of the Y. W. C. A. girls have birthdays. Honored with a tea in our Students' Home. Given by ourselves. We love our new building all the more, when we realize how many it will hold.

May and June—How sorry we are to lose fourteen girls at the end of this term, but we know they will have enjoyed their last year in the New Students' Home and that they will come back and see us next year and encourage new students to come and take their places.

Farewells. The Marian True Gehring Students' Home and every member of its household wish our seniors—both boys and girls—the very best success that life can possibly hold for them.

HOLDEN HALL NOTES.

Bing! Bang! Biff! Oh! What a noise? It's only John Bull pulling someone out of bed at 6:30 in the morning.

Coach Kennedy has introduced several new games which have helped to pass many leisure hours on long winter evenings. "Jenkins," checkers, chess, and whist have been the means of many a pleasant hour spent before the fire in our new recreation room.

"Mo" Guillet who was sleeping over on the morning of his birthday was pulled out and given a birthday party, which was much enjoyed by all.

Mr. Parsons aspires to be a second Burbank. He has succeeded in transforming hyacinth bulbs into onions.

Freddie Philbrick '24, and Taylor Clough '24, now of Bates College, were recent callers at Holden Hall.

GIRL RESERVES.

The Girl Reserves have elected the following officers for next year:

President—Edna Bean.

Secretary—Helen Morton.

Treasurer—Esther Caldwell.

Program Committee—Vivian Eagle, Marguerite Flint, Priscilla York.

Social Committee—Virginia Goodnow, Helen Cushman, Marie Chapman.

Service Committee—Gladys Gibbs, Alice Hamlin, Christine Farwell.

Music Committee—Madeline Brinck, Lenise Cummings, Kathryn Ramsell.

Membership Committee—Mildred Keene, Nellie Wills, Evelyn Cole.

Poster Committee—Edna Guillet, Dorothea Burbank, Rosalind Harris.

The Girl Reserves have held regular meetings throughout the year which, with few exceptions, have been well at-

tended. The type of meetings has been varied, including devotional, patriotic and social programs. Special music has been generously provided.

At one meeting Misses Hansecom and Litchfield spoke to the girls on the topic, "Why Go to College." Miss Hansecom read excerpts from Alice Freeman Palmer's book entitled "Why Go to College." Miss Litchfield in her talk dwelt especially on the thought of "Choosing a Career." Both talks were most practical and helpful.

The girls were glad to have with them at one meeting Dorothy Goodnow and Shirley Brooks, both former Presidents of the Club. Each of the girls gave an interesting talk.

A committee of Girl Reserves with Miss Hansecom as chairman assisted the Y. M. C. A. in serving refreshments at the Carnival entertainment and dance.

On April twenty-first the Girl Reserves gave a delightful tea at the Marian True Gehring Students' Home. Over one hundred guests, including girls of the school and their friends were served. Vocal solos by Elizabeth Coffin, Esther Caldwell, a piano solo by Virginia Lee, a reading by Virginia Goodnow and Girl Reserve songs by all the girls were much enjoyed.

Mrs. S. T. Achenbach spoke to the girls at the meeting of April twenty-sixth. Her topic was "Self" and she presented many thoughts worthy of the consideration of every one.

The Sunday evening community service in charge of the Girl Reserves, held in the William Bingham Gymnasium during the winter, was attended by

about three hundred people.

The service, led by Elizabeth Mason, President of the Girl Reserves, included several hymns sung by the congregation and two special numbers, one by a group of Senior and Junior girls, and another by a group of Sophomore and Freshman girls. These difficult selections were effectively rendered. Bertha Mundt read the scripture which was the story of the feeding of the five thousand, on which the theme of the play which followed was based. Rev. Charles Easternhouse offered prayer. Miss Mason gave the prologue of the little play entitled "There Is A Lad Here." The characters about whom the story centered were as follows:

| | |
|---------------------------------------|------------------|
| Ishar, the lad, | Evelyn Brinek |
| Caleb, his father, | Edna Bean |
| Drusilla, his mother, | Florence Howe |
| Azabuh, his grandmother, | Marion Skillings |
| Cleophas, a follower of the Nazarene, | Calista Curtis |
| | Vivian Eagle |
| The Sleeper, | |

The following girls represented the shopkeepers in the market-place and the people of the village: Marian Bean, Elinor Osborne, Mae Osborne, Geraldine Valentine, Elizabeth Verrill, Dorothea Burbank, Helen Cushman, Christine Farwell, Gladys Gibbs, Thelma Rolfe, Maxine Clough, Alice Hamlin, Helen Morton, Nellie Wills, Esther Holt and Betty Sawyer.

Each girl took her part in a creditable manner. Special credit is due those who, on short notice, substituted for members of the cast who were ill.

In the closing scene the entire cast, all in oriental costume, following the illuminated cross, borne by Cleophas, came upon the stage singing "Follow the Gleam." During the singing the lights were changed and the coloring was most effective.

The Girl Reserves should feel that their efforts were much worthwhile.

Credit was due every participant.

Y. M. C. A.

Nine boys, accompanied by Mr. Brasier, attended the State Boys' Conference in Portland on December 4-5-6, 1925. The delegates were Albert Barlow, Homer Gregory, Leo Stearns, Garard Eames, Freeland Clark, Gerald York, Charles Haselton, Kenneth Stanley and Ronald Keddy. All deemed the occasion worthwhile and profitable as well as pleasurable.

On January 27, Rev. C. B. Oliver gave an instructive and exceedingly interesting talk to the "Y" members on the subject, "What I Would Do If I Was Seventeen."

On April 21, Rev. S. T. Achenbach gave a splendid talk on "The Highest Bidder," using "Johnny" Miles, winner of the B. A. A. Marathon as an illustration. We hope Mr. Oliver and Mr. Achenbach will consent to speak to us again.

February 13 was an ideal day for the Third Annual Winter Carnival held by the Y. M. C. A. This carnival proved the best and most successful of all. A large assembly of spectators were present to witness the well performed feats. Mr. Axel Anderson of the Nansen Ski Club of Berlin, N. H., made several marvelous exhibition jumps in which he showed perfect form. He excelled in distance as well as in form. We take the opportunity to thank Mr. Anderson for his services. The summary is as follows:

Ski-Joring—John Twaddle, Gilbert Brown.
Ski Jumping—Homer Gregory, John Adams, Franklin Keniston. (Honorable mention, Arthur Brown).

Afternoon Events:

Boys' Ski Dash (class event)—Franklin Keniston, John Fox, Freeland Clark.

Snow Shoe Obstacle—Gerald York, Albert Barlow, Franklin Keniston.

Ski Obstacle—John Adams, Gerald York, Franklin Keniston.

Long Distance Ski Race—A. Lord, John Fox, Melvin Bergquist.

Long Distance Ski Race (class event)—John Fox, Garard Eames, Franklin Keniston.

Long Distance Snow Shoe Race (class event)—Gerald York, Allen French, Milan Chapin.

Snow Shoe Dash (boys)—Gerald York, Kenneth Stanley, Franklin Keniston.

Ski Slide (girls)—Florence Coburn.

Ski Dash (girls)—Elizabeth Mason, Florence Coburn, Dorothea Burbank.

Snow Shoe Obstacle (girls)—Martha Brown, Elizabeth Mason, Dorothea Burbank.

Snow Shoe Dash (girls)—Florence Coburn, Elizabeth Mason, Martha Brown.

Class Relay, snow shoe, won by Seniors, team consisting of Gerald York, Franklin Keniston, Kenneth Stanley, Franklin Burris.

Booby Prizes—Frances Lane, Claude Bofill.

In the evening a large audience assembled in the William Bingham Gymnasium to witness a moving picture, "The Pinch Hitter." After the picture, the prizes, consisting of gold medals, silver pencils, and cuff links were awarded by Principal F. E. Hanscom. The remainder of the evening was given over to bridge and dancing. The Y. M. C. A. thanks the people of Bethel for their help and interest in the carnival, by whom it was made successful. Plans are being made with a prospective outlook for the Fourth Annual Winter Carnival of 1927.

The following officers have been elected for next year's Y. M. C. A.:

President—Freeland Clark.

Vice-President—Earlyn Wheeler.

Secretary—Ronald Keddy.

Treasurer—Allen French.

Chairman, Executive Board—John Adams.

PHYSICAL TRAINING—BOYS.

The chief objective of the physical education department at Gould is to increase the physical vigor of the student body, but this vigor must not reside in a small number of highly trained athletes only.

By a system of intra-mural activities and interclass competitions in all branches of athletics, many Gould boys, who, because of timidity, lack of interest, lack of initiative, etc., would not trouble themselves about sports, are encouraged into participation. They are the ones, who usually show the greatest need of training and exercise, and the ones to benefit greatest by them.

INTER-CLASS COMPETITION STANDING

| | 1926 | 1927 | 1928 | 1929 |
|-----------------|------|------|------|------|
| Soccer, | 5 | 1 | 2 | 3 |
| Winter Sports, | 5 | 1½ | 3 | 1½ |
| Basket Ball, | 3 | 5 | 2 | 1 |
| Gymnastics, | 5 | 2 | 3 | 1 |
| Indoor Track, | 5 | 3 | 2 | 1 |
| Base Ball, | | | | |
| Out Door Track, | | | | |
| Tennis, | | | | |

Good posture implies readiness for all kinds of action, elimination of unnecessary strain, conservation of energy, and thus health and efficiency.

Every Friday during the winter term there were four corrective gymnastic classes, in which each individual was prescribed exercises for their particular defect.

During the spring term the regular boys' gymnasium classes have been devoting some time in preparation for the annual exhibition.

PHYSICAL TRAINING—GIRLS.

The girls' classes in physical training have had two recitation periods per week throughout the year. In addition

to this regular class work there has been opportunity for basket ball after school hours, and a large number of the girls have enjoyed this sport. Each class has had its own team and the rivalry among the four classes has been very close. The final standing gives the Sophomores first place, the Freshmen second, the Juniors third and the Seniors fourth. Of course the strong varsity team made up largely of Senior and Junior girls weakened their class teams.

Corrective exercises in walking and posture, apparatus work, folk dancing and various athletic games have been included in the class work. The value of the gymnasium work is evidenced by the better carriage and generally improved physical appearance of the Gould girls.

MANUAL TRAINING DEPARTMENT.

A splendid interest has been shown during the entire year in the work of the Manual Training Department. Many of the boys have asked for over-time periods, and some have worked in the shop on Saturdays when it was possible to do so under direction of the instructor.

The work this year has been greatly facilitated by the acquisition of two new machines, which were installed about January 1st. The purchase of these machines was made possible by the further generosity of Mr. William Bingham, to whom we would hereby express our heartfelt thanks.

The special projects upon which the boys have been at work during the year are nearing completion, and the usual exhibition will be held during commencement week. Among the projects

are library table, book-case, kitchen cabinet, book-racks, clock cases, plant stands, ferneries, piano stool, etc.

A great deal of interest has been shown by all the classes in the construction of drafting tables for the new drafting room. These tables, twelve in number, are now more than half completed, but the work has been halted, owing to the impossibility of securing on time the needed material. It is doubtful if these tables will be completed before the beginning of the next school year.

ALUMNI NOTES.

The following Gould Alumni are among those who are being graduated from higher institutions this year:

Vivian Wight '21, Jackson College.

Inez Farris, Margaret Hanscom and Raymond Chapman, all of '22, Bates College.

Marion Keniston, Salem Normal School.

Ruth Emery '24, Nasson Institute.

Alfreda Wheeler '24, Bay Path Institute.

Other alumni who are studying in higher institutions are:

Elwin Wilson '17, Princeton.

Alice Mundt '22, Simmons.

Maystelle Farris '23, Bates.

Fairfield McCann, Avis Cottrell and Lauris Tyler, all of '23, Boston University.

Clarence Philbrook '23, Norwich University.

Floyd Mason '23, Colby.

Dorothy Goodnow and Forrest Stowell, both '23, Farmington Normal School.

Rodney Bartlett '23, Cornell School of Physical Education.

Edward Carlson, Taylor Clough, Ruth Hastings and Freddie Philbrick, all of '24, Bates.

Elsie Flint '24, Gray's Business College.

Hugh Stearns and Elmer Stevens, both of '24, University of Maine.

Donald Sweeney '24, Cornell School of Physical Education.

Shirley Brooks '24, Farmington Normal School.

William Chapman '24, University of Maine.

Ernest Mundt '25, Colby.

Thea Hutchinson '25, Leland Powers School of the Spoken Word.

Alice Linnell '25, Nasson Institute.

Grace Van Den Kerckhoven '25, Perry Kindergarten School.

Ellen Cottrell '25, Leland Powers School of the Spoken Word.

Guy Thurston, Richard Holmes, Clyde Stevens and George Charles, all of '25, University of Maine.

Ann Musgrave '25, Oxford College, Ohio.

Donald Kidder '25, State University, Florida.

Robert Goddard '25, Bliss Business College.

Paul Thurston '05, has just returned from a business trip to England and other European countries.

The engagement has been announced of Alice Kimball '13, to Oscar Fales of Dorchester, Mass.

A son was recently welcomed to the home of Dr. and Mrs. Winfield Wight of Thomaston, Conn. Dr. Wight is a member of the class of '13.

Lawrence Kimball '17, will study in France and Germany this summer.

Robert Hastings '18, is a member of the Board of Selectmen in Bethel.

The engagement of Clare Mason '19, to Mr. Edmund Smith of Mason has been announced.

Mrs. Libbie Goodridge Kneeland '20, has a daughter born April 28th.

Annabel Snow '21, Bates '25, is teaching in the high school at West Paris.

Cards have been received announcing the engagement of Harold Bennett '22, to Miss Evelyn Crosby of Arlington, Mass.

Inez Farris '22, has been selected to deliver the Address to the Halls and Campus at the Bates Commencement.

Margaret Hanscom '22, has for two consecutive years won the cup awarded the high-point winner at the Bates Carnival.

Avis Cottrell '23, is vice-president of a prominent Debating Club at Boston University and a member of its team which won the inter-departmental cup.

Maystelle Farris '23, has been elected to the Student Government Council at Bates for next year.

Lauris F. Tyler '23, a student at the Boston University College of Business Administration, has been appointed assistant business manager of the Univer-

sity handbook. It has just been announced by the Panadelphic council, composed of representatives of B. U. fraternities, which sponsors the publication. Tyler was assistant stage manager of last year's university show.

Mr. and Mrs. Myron Bryant, '20 and '23—Doris Goodnow—have a son born April 15th.

The following clipped from the University of Maine Alumnus will be of interest to friends of Guy L. Thurston, Jr.:

"Guy Thurston, former Gould Academy star, developed into one of the best guards ever to wear the uniform of the Blue Yearlings. Not only was he a bear on the defense, but he did a large amount of shooting, and Thurston had a chance to wind up his season in gala manner against M. C. I., scoring 13 points against the Pittsfield crew, making him high point man for the evening."

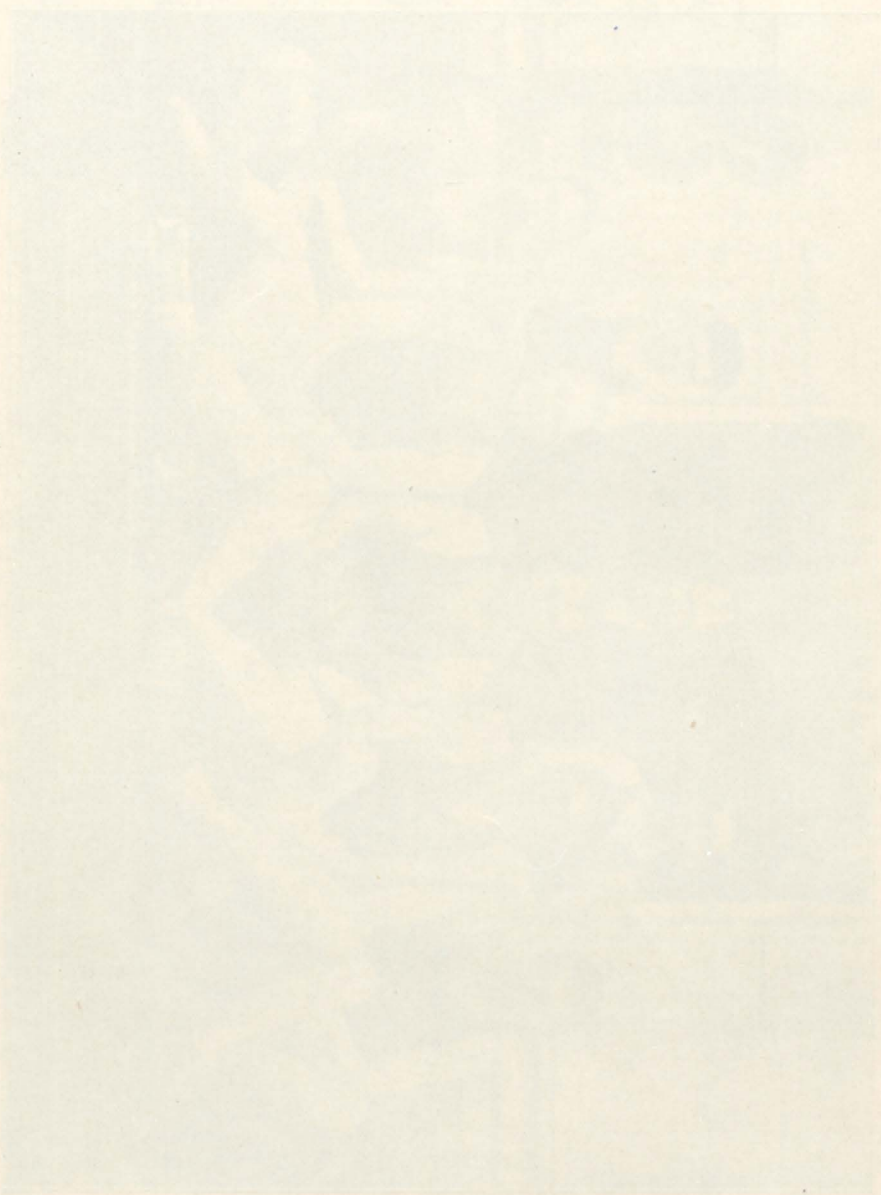
Ernest Mundt '25, and Floyd Mason '23, who are freshmen at Colby, have been honored with scholarships.

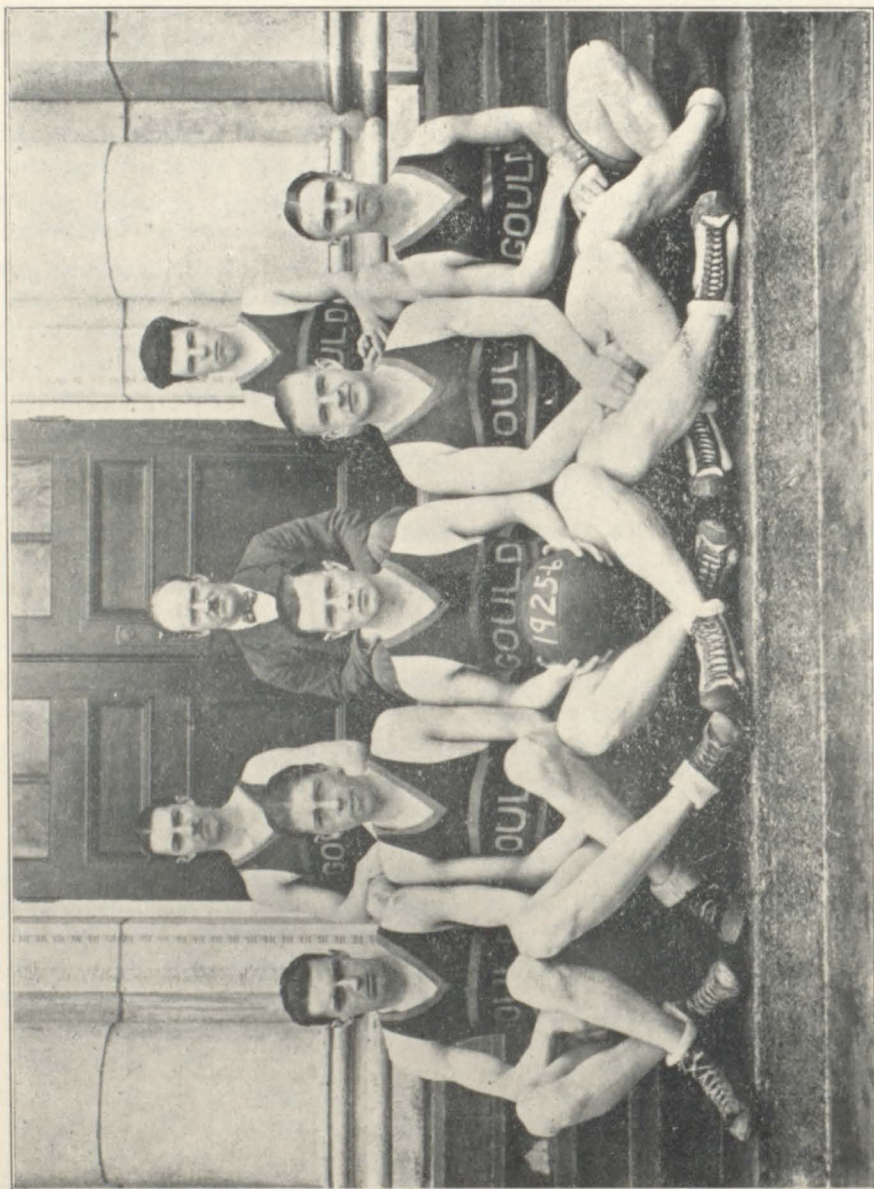
The following clipped from a Boston paper may be of interest to some of the older Alumni. Professor Morse was once a student at Gould:

PROF. MORSE LEAVES BOWDOIN COLLEGE, \$1,000.

Salem, Mass., Dec. 29.—By the will of Prof. Edward S. Morse, zoologist and scientist, who died Dec. 20, his library is left to the Imperial University of Tokyo, Japan; Bowdoin College, \$1,000; Essex Institute, Salem, \$5,000; Miss Margaret W. Brooks, his secretary and assistant for years, \$20,000. The residue of his estate, estimated at \$100,000, is left to his son and daughter.

Gould lost one of its oldest interested and loyal alumni in the recent death of Mrs. Ella Clough Carter. Mrs. Carter was a woman of many talents which till the beginning of her long illness were generously shared with her family and a large circle of friends.





BOYS' BASKETBALL TEAM

Front row, left to right—Kendall (Mgr.), Austin, Keniston (Capt.), Haselton, Stanley.
Back row, left to right—Brown, Kennedy (Coach), York.

**BOYS' ATHLETICS.****BASKETBALL.**

Of the twelve games that Gould played this year it won seven and lost five. Three of the four teams that defeated Gould were, in their turn, beaten by Gould in return games. The strong Rumford team was the only one to unquestionably prove their superiority by defeating Gould in both games. A summary of the games follows:

Gould vs. Alumni.

The first game was easily won from the Alumni; and although it was the first game for some of the members of the team they showed much promise for a fast team. The game had some rough spots and a large number of fouls were called. The score was 20 to 7.

| | G | F | Pts |
|---------------|---|---|-----|
| Gould | | | |
| Corkery, rf, | 0 | 0 | 0 |
| Stanley, rf, | 0 | 0 | 0 |
| Brown, lf, | 3 | 1 | 7 |
| Austin, c, | 3 | 0 | 6 |
| Haselton, rg, | 0 | 1 | 1 |
| Parsons, rg, | 0 | 0 | 0 |
| Kendall, lg, | 0 | 0 | 0 |
| Keniston, lg, | 2 | 2 | 6 |
| Totals, | 8 | 4 | 20 |

| Alumni | G | F | Pts |
|---------------|---|---|-----|
| Bartlett, lg, | 0 | 1 | 1 |
| Van, lg, | 0 | 0 | 0 |
| Chase, rg, | 0 | 1 | 1 |
| Patterson, c, | 0 | 0 | 0 |
| Davis, c, | 0 | 0 | 0 |
| Young, lf, | 1 | 0 | 2 |
| Swan, rf, | 1 | 1 | 3 |
| Totals, | 2 | 3 | 7 |

Gould vs. Woodstock.

Gould invaded Bryant's Pond and completely outclassed Woodstock. Keniston, Brown and Austin performed well for Gould and Willard fought gamely for the losers. In the last period Coach Kennedy used all his second string men.

| | G | F | Pts |
|---------------|----|---|-----|
| Gould | | | |
| Brown, rf, | 9 | 3 | 21 |
| Hamlin, rf, | 0 | 0 | 0 |
| Stanley, lf, | 0 | 1 | 1 |
| Corkery, lf, | 2 | 0 | 4 |
| Austin, c, | 6 | 1 | 13 |
| York, c, | 0 | 0 | 0 |
| Keniston, rg, | 4 | 0 | 8 |
| Parsons, rg, | 0 | 0 | 0 |
| Haselton, lf, | 0 | 0 | 0 |
| Kendall, lg, | 0 | 0 | 0 |
| Totals, | 21 | 5 | 47 |
| Woodstock | G | F | Pts |
| Willard, rf, | 2 | 4 | 8 |

| | | | |
|--------------|---|---|----|
| Deshon, lf, | 0 | 2 | 2 |
| Emery, c, | 1 | 1 | 3 |
| Dudley, c, | 0 | 0 | 0 |
| Tyler, rg, | 0 | 0 | 0 |
| Farnham, lg, | 0 | 1 | 1 |
| Totals, | 3 | 8 | 14 |

Gould vs. Groveton, N. H.

Gould lost a fast and hard battle to Groveton in a five minute overtime period by one basket. The teams were evenly matched and at the end of the game the score stood 17 to 17. In the last few seconds of the overtime period one of the Groveton forwards dropped in the winning basket.

| | | | |
|---------------|---|---|-----|
| Gould | G | F | Pts |
| Brown, rf, | 5 | 0 | 10 |
| Stanley, lf, | 1 | 0 | 2 |
| Corkery, lf, | 0 | 0 | 0 |
| Austin, c, | 1 | 0 | 2 |
| Keniston, lg, | 1 | 1 | 3 |
| Haselton, lg, | 0 | 0 | 0 |
| Kendall, lg, | 0 | 0 | 0 |
| Totals, | 8 | 1 | 17 |
| Groveton | G | F | Pts |
| Sawyer, rf, | 1 | 0 | 2 |
| Gray, lf, | 6 | 0 | 12 |
| Stone, c, | 0 | 0 | 0 |
| Barton, rg, | 2 | 0 | 4 |
| Fish, lg, | 0 | 1 | 1 |
| Totals, | 9 | 1 | 19 |

Gould vs. West Paris.

Gould won over West Paris in a very rough game and on a poor floor. Brown led in scoring.

| | | | |
|--------------|---|---|-----|
| Gould | G | F | Pts |
| York, lf, | 1 | 0 | 2 |
| Stanley, lf, | 3 | 0 | 6 |
| Brown, rf, | 7 | 0 | 14 |
| Austin, c, | 1 | 0 | 2 |

| | | | |
|-----------------|----|---|-----|
| Keniston, lg, | 2 | 1 | 5 |
| Haselton, rg, | 0 | 0 | 0 |
| Kendall, rg, | 0 | 0 | 0 |
| Totals, | 14 | 1 | 29 |
| West Paris | G | F | Pts |
| Childs, lf, | 0 | 0 | 0 |
| Burnham, c, | 0 | 2 | 2 |
| Perkins, rf, | 2 | 2 | 6 |
| Ellingwood, lg, | 2 | 1 | 5 |
| Woodman, lg, | 0 | 0 | 0 |
| Penley, rg, | 0 | 0 | 0 |
| Totals, | 4 | 5 | 13 |

Gould vs. Norway.

Gould defeated Norway 29 to 26. Brown of Norway was the high scorer and star of the game, and Austin of Gould was not far behind.

| | | | |
|----------------|----|---|-----|
| Gould | G | F | Pts |
| Stanley, lf, | 1 | 0 | 2 |
| York, lf, | 1 | 1 | 3 |
| Brown, rf, | 2 | 1 | 5 |
| Austin, c, | 5 | 2 | 12 |
| Haselton, lg, | 1 | 0 | 2 |
| Keniston, rg, | 2 | 1 | 5 |
| Totals, | 12 | 5 | 29 |
| Norway | FG | F | Pts |
| Brown, lf, | 7 | 0 | 14 |
| H. Walker, rf, | 2 | 3 | 7 |
| Lewis, rf, | 1 | 0 | 2 |
| Bartlett, c, | 0 | 0 | 0 |
| W. Walker, lg, | 1 | 0 | 2 |
| DeCoster, rg, | 0 | 1 | 1 |
| Totals, | 11 | 4 | 26 |

Gould vs. Gorham Normal.

When the Gould boys went to Gorham they made a poor showing and went down to defeat to the tune of 27 to 16 in favor of Gorham Normal.

| | G | F | Pts |
|---------------|---|---|-----|
| Gould | | | |
| Brown, rf, | 1 | 1 | 3 |
| Stanley, lf, | 0 | 0 | 0 |
| York, lf, | 1 | 1 | 3 |
| Austin, c, | 3 | 1 | 7 |
| Keniston, rg, | 1 | 1 | 3 |
| Haselton, lg, | 0 | 0 | 0 |

| | | | |
|---------------|----|---|-----|
| Totals, | 6 | 4 | 16 |
| Gorham Normal | G | F | Pts |
| Belanger, rf, | 0 | 2 | 2 |
| Goodwin, lf, | 8 | 1 | 17 |
| Jensen, c, | 2 | 0 | 4 |
| Hooper, rg, | 1 | 0 | 2 |
| Lasharg, rg, | 0 | 0 | 0 |
| Johnson, lg, | 1 | 0 | 2 |
| Totals, | 13 | 3 | 29 |

Gould vs. Rumford.

Gould gave Stephens High a bad scare at Rumford. The game was fast and close. Gould was weakened in the last half by the disqualification of Brown and Haselton. Austin was the high scorer.

| | G | F | Pts |
|---------------|---|---|-----|
| Gould | | | |
| York, lf, | 3 | 1 | 7 |
| Brown, rf, | 2 | 0 | 4 |
| Stanley, rf, | 0 | 1 | 1 |
| Austin, c, | 8 | 0 | 16 |
| Haselton, lg, | 0 | 0 | 0 |
| Kendall, lg, | 0 | 0 | 0 |
| Keniston, rg, | 4 | 0 | 8 |

| | | | |
|-----------------|----|---|-----|
| Totals, | 17 | 2 | 36 |
| Rumford | G | F | Pts |
| Demertritt, lf, | 4 | 0 | 8 |
| Gidman, rf, | 6 | 2 | 14 |
| Bradbury, c, | 7 | 1 | 15 |
| Chapitas, lg, | 0 | 1 | 1 |
| Hawley, rg, | 2 | 2 | 6 |
| Totals, | 19 | 6 | 44 |

Gould vs. Rumford.

Stephens High of Rumford had things its own way when they played on Gould's floor. The visitors gave a fine exhibition of passing which completely bewildered Gould. Bradbury and Gidman starred.

The Gould team was considerably weakened by the loss of Haselton, left guard, who had wrenched his knee in practice.

| | G | F | Pts |
|---------------|---|---|-----|
| Gould | | | |
| York, rf, | 1 | 1 | 3 |
| Hamlin, rf, | 0 | 0 | 0 |
| Brown, lf, | 3 | 2 | 8 |
| Corkery, lf, | 0 | 0 | 0 |
| Austin, c, | 4 | 1 | 9 |
| Keniston, rg, | 0 | 1 | 1 |
| Stanley, lg, | 1 | 0 | 2 |
| Kendall, lg, | 0 | 0 | 0 |

| | | | |
|-----------------|----|---|-----|
| Totals, | 9 | 5 | 23 |
| Rumford | G | F | Pts |
| Gidman, rf, | 4 | 3 | 11 |
| Demertritt, lf, | 4 | 2 | 10 |
| McMennamin, lf, | 1 | 0 | 2 |
| Bradbury, c, | 8 | 0 | 16 |
| Hawley, rg, | 3 | 1 | 7 |
| Chapitas, lg, | 1 | 1 | 3 |
| Totals, | 21 | 7 | 49 |

Gould vs. Groveton, N. H.

The Gould boys traveled to Groveton and revenged their early season overtime defeat by piling up a 51 to 20 score. There was no individual star on the Gould team, although Kendall, substituting for Haselton, who was still out of the game with an injured knee, deserves honorable mention. G. York was high point scorer with a total of 24 to his credit. Sid Brown also shot well, scoring 18 points.

Barton, right guard, played the best game for Groveton.

| | G | F | Pts |
|---------------|----|---|-----|
| Gould | | | |
| York, rf, | 11 | 2 | 24 |
| Brown, lf, | 7 | 4 | 18 |
| Hamlin, lf, | 0 | 0 | 0 |
| Corkery, lf, | 0 | 0 | 0 |
| Austin, c, | 3 | 2 | 8 |
| Keniston, rg, | 0 | 1 | 1 |
| Kendall, lg, | 0 | 0 | 0 |
| Totals, | 21 | 9 | 51 |

| | G | F | Pts |
|----------------|---|---|-----|
| Groveton | | | |
| Sawyer, rf, | 1 | 1 | 3 |
| Gray, lf, | 2 | 3 | 7 |
| Stone, c, | 0 | 0 | 0 |
| Nugent, c, | 0 | 0 | 0 |
| Barton, rg, | 4 | 0 | 8 |
| Lebresque, rg, | 0 | 1 | 1 |
| Fish, lg, | 0 | 1 | 1 |
| Totals, | 7 | 6 | 20 |

Gould vs. Gorham Normal.

Gould defeated Gorham Normal by a score of 24 to 19. The game was closely contested throughout. Kendall played a fine game for the winners, holding Goodwin, the visiting captain and leading scorer of the Gorham five, to but one basket.

| | G | F | Pts |
|---------------|---|---|-----|
| Gould | | | |
| Brown, lf, | 4 | 0 | 8 |
| York, rf, | 3 | 4 | 10 |
| Austin, c, | 2 | 1 | 5 |
| Kendall, lg, | 0 | 1 | 1 |
| Keniston, rg, | 0 | 0 | 0 |

| | G | F | Pts |
|---------------|---|---|-----|
| Totals, | 9 | 6 | 24 |
| Gorham Normal | | | |
| Goodwin, lf, | 1 | 0 | 2 |
| Lessard, rf, | 4 | 0 | 8 |
| Jensen, c, | 4 | 1 | 9 |
| Hooper, lg, | 0 | 0 | 0 |

| | | | |
|--------------|---|---|----|
| Johnson, rg, | 0 | 0 | 0 |
| Totals, | 9 | 1 | 19 |

Gould vs. Norway.

Gould was defeated at Norway by two points. The game was very fast throughout. Norway took the lead in the first quarter but Gould came back strong and were in the lead until the final minute of play when H. Walker scored a long shot.

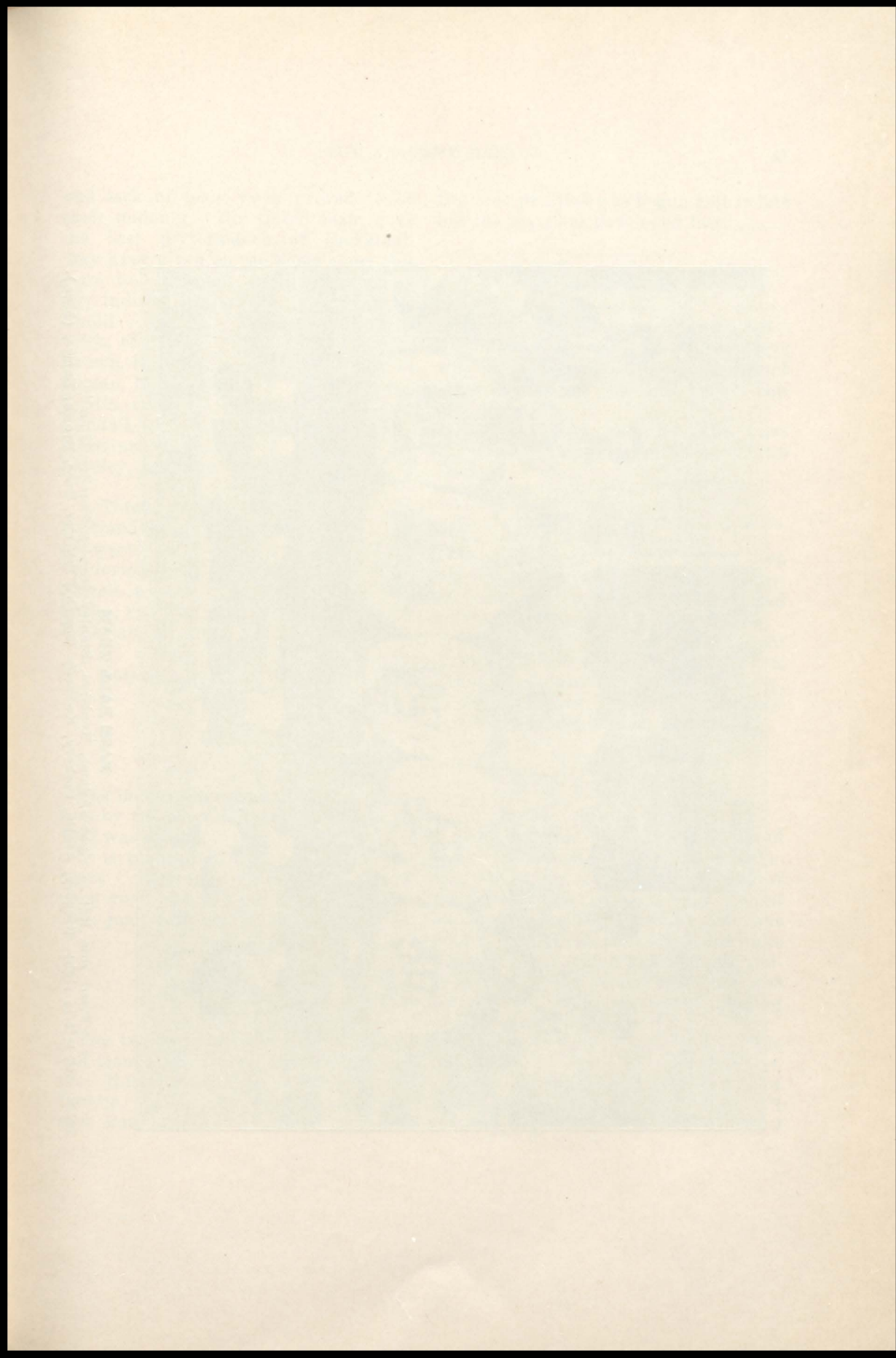
Sidney Brown with his passing and shooting, and Kendall with his guarding of the illusive Brown of the Norway team, were the shining lights for Gould. The Gould team turned in a good performance and deserved to win. Bartlett and H. Walker starred for Norway.

| | G | F | Pts |
|---------------|---|---|-----|
| Gould | | | |
| Brown, lf, | 7 | 1 | 15 |
| York, rf, | 2 | 0 | 4 |
| Stanley, rf, | 1 | 0 | 2 |
| Austin, c, | 2 | 0 | 4 |
| Keniston, lg, | 0 | 0 | 0 |
| Haselton, lg, | 0 | 0 | 0 |
| Kendall, rg, | 0 | 0 | 0 |

| | G | F | Pts |
|----------------|----|---|-----|
| Totals, | 12 | 1 | 25 |
| Norway | | | |
| Brown, lf, | 1 | 1 | 3 |
| Lewiston, rf, | 4 | 0 | 8 |
| H. Walker, rf, | 3 | 0 | 6 |
| Bartlett, c, | 4 | 2 | 10 |
| W. Walker, lg, | 0 | 0 | 0 |
| Tucker, rg, | 0 | 0 | 0 |
| Totals, | 12 | 3 | 27 |

Gould vs. Portland University.

Gould won from the Portland boys 43 to 18. The University team was made up of some finished basketball players, but their long range shooting





BASE BALL TEAM

Front row, left to right—Adams, Keniston, Stanley (Capt.), Haselton, Hamlin.
Back row, left to right—Gregory, Austin, Corkery, Kennedy (Coach), Wheeler, Race, Brown, Eames, (Mgr.).

and lack of team work proved to be their undoing. The Gould team gave the best performance of basketball they have given on the home court this year, but it would be difficult to pick any individual star.

| | G | F | Pts |
|---------------|---|---|-----|
| Gould | | | |
| York, rf, | 6 | 0 | 12 |
| Brown, lf, | 6 | 0 | 12 |
| Hamln, lf, | 0 | 0 | 0 |
| Austin, c, | 6 | 1 | 13 |
| Kendall, rg, | 0 | 1 | 1 |
| Haselton, rg, | 0 | 0 | 0 |
| Stanley, lg, | 1 | 3 | 5 |

| | | | |
|---------------------|----|---|-----|
| Totals, | 20 | 3 | 43 |
| Portland University | G | F | Pts |
| Schwartz, rf, | 3 | 0 | 6 |
| Calderwood, lf, | 5 | 0 | 10 |
| Powell, c, | 0 | 1 | 1 |
| Hefler, rg, | 0 | 0 | 0 |
| Zaharian, lg, | 0 | 1 | 1 |
| Totals, | 8 | 2 | 18 |

TRACK.

The indoor inter-class track meet was won by the class of 1926. The class of 1927 was second.

It is planned to send a team to the Bates College meet in June. We have some good men for the mile, half mile, high jump and pole vault.

BASE BALL.

The twelve men picked for the base ball team are: Stanley, Captain; Keniston, Haselton, Corkery, E. Wheeler, Hamlin, Austin, Manager Eames, Adams, Race, A. Brown and H. Gregory.

Outdoor practice was begun rather late but the team has developed fast.

THE "G" CLUB.

A new club called the Varsity "G" Club has been organized by the boys who have earned their letter in any of the major sports, base ball, basket ball and track.

A Constitution and By-Laws have been adopted and the following officers elected:

President—Gerald York.

Vice-President—Charles Austin.

Secretary and Treasurer—Charles Haselton.

Faculty Advisor—C. F. Kennedy.

The objects of the club are to keep the standard of the "G" on a high level, and to promote school spirit and sportsmanship.

The charter members are: Gerald York, Charles Austin, Sidney Brown, Franklin Keniston, Arthur Corkery, Kenneth Stanley, Philip Hamlin, Clayton Kendall and Charles Haselton.

GIRLS' BASKET BALL.

The Gould girls began a successful basket ball season when they met Groveton, December seventeenth, in one of the fastest girls' games ever witnessed on our floor. Gould lost by only one point. Sanborn starred for Gould while Boucher of Groveton had little difficulty in finding the hoop. The game was featured by the fine all round playing of both teams.

| | G | F | Pts |
|--------------|---|---|-----|
| Groveton | | | |
| Boucher, lf, | 7 | 0 | 14 |
| Courser, rf, | 2 | 0 | 4 |
| Finley, c, | 1 | 0 | 2 |
| O'Leary, cg, | 0 | 0 | 0 |

| | | | | |
|------------------|----|---|-----|--------------------------------------|
| Christopher, rg, | 0 | 0 | 0 | return game with Groveton at Grove- |
| Brett, lg, | 0 | 0 | 0 | ton, winning by a score of 33 to 22. |
| | — | — | — | Groveton |
| Totals, | 10 | 0 | 20 | G F Pts |
| Gould | G | F | Pts | Courser, rf, |
| Sanborn, rf, | 5 | 1 | 11 | 0 0 0 |
| Curtis, lf, | 3 | 0 | 6 | Finley, rf, |
| Flint, eg, | 0 | 0 | 0 | 2 0 4 |
| Hanscom, c, | 1 | 0 | 2 | Boucher, lf, |
| Osborne, rg, | 0 | 0 | 0 | 8 0 16 |
| Coffin, rg, | 0 | 0 | 0 | O'Leary, eg, |
| Bennett, lg, | 0 | 0 | 0 | 0 0 0 |
| | — | — | — | Christopher, rg, |
| | | | | 0 0 0 |
| | | | | Brett, lg, |
| | | | | 0 0 0 |
| | | | | Tibbetts, c, |
| | | | | 1 0 2 |
| | | | | — — — |
| Totals, | 9 | 1 | 19 | Totals, |
| | | | | 11 0 22 |
| | | | | G F Pts |
| | | | | Gould |
| | | | | 5 0 10 |
| | | | | Sanborn, rf, |
| | | | | 4 0 8 |
| | | | | Curtis, lf, |
| | | | | 1 1 3 |
| | | | | Gaudet, lf, |
| | | | | 6 0 12 |
| | | | | Hanscom, c, |
| | | | | 0 0 0 |
| | | | | Bennett, eg, |
| | | | | 0 0 0 |
| | | | | Burbank, rg, |
| | | | | 0 0 0 |
| | | | | Coffin, lg, |
| | | | | 0 0 0 |
| | | | | Flint, eg, |
| | | | | 0 0 0 |
| | | | | — — — |
| | | | | Totals, |
| | | | | 16 1 33 |

Gould had little trouble in winning over Norway, January fifteenth, when the latter was defeated by the score of 55 to 19. Cobb starred for Norway, while Sanborn and Hanscom were the high scorers for Gould.

| | | | |
|-----------------|----|---|-----|
| Norway | G | F | Pts |
| Tracy, rf, | 3 | 0 | 6 |
| Cobb, lf, | 6 | 1 | 13 |
| McAllister, lf, | 0 | 0 | 0 |
| Robbins, c, | 0 | 0 | 0 |
| Smith, rg, | 0 | 0 | 0 |
| C. Smith, rg, | 0 | 0 | 0 |
| Gilman, lg, | 0 | 0 | 0 |
| Porter, eg, | 0 | 0 | 0 |
| | — | — | — |
| Totals, | 9 | 1 | 19 |
| Gould | G | F | Pts |
| Sanborn, rf, | 16 | 2 | 34 |
| Curtis, lf, | 3 | 0 | 6 |
| Gaudet, lf, | 0 | 0 | 0 |
| Hanscom, c, | 6 | 3 | 15 |
| Burbank, rg, | 0 | 0 | 0 |
| Coffin, lg, | 0 | 0 | 0 |
| Flint, eg, | 0 | 0 | 0 |
| Bennett, eg, | 0 | 0 | 0 |
| | — | — | — |
| Totals, | 25 | 5 | 55 |

Gould played its last game of the season with Norway at Norway, defeating the home team by a score of 37 to 23.

| | | | |
|--------------|----|---|-----|
| Norway | G | F | Pts |
| Tracy, rf, | 4 | 0 | 8 |
| Cobb, lf, | 7 | 1 | 15 |
| Robbins, c, | 0 | 0 | 0 |
| Brown, eg, | 0 | 0 | 0 |
| Gilman, lg, | 0 | 0 | 0 |
| Porter, rg, | 0 | 0 | 0 |
| | — | — | — |
| Totals, | 11 | 1 | 23 |
| Gould | G | F | Pts |
| Sanborn, rf, | 5 | 0 | 10 |
| Curtis, rf, | 3 | 1 | 7 |
| Gaudet, lf, | 0 | 0 | 0 |
| Hanscom, c, | 9 | 2 | 20 |
| Bennett, eg, | 0 | 0 | 0 |
| Burbank, rg, | 0 | 0 | 0 |
| Coffin, lg, | 0 | 0 | 0 |
| | — | — | — |
| Totals, | 17 | 3 | 37 |

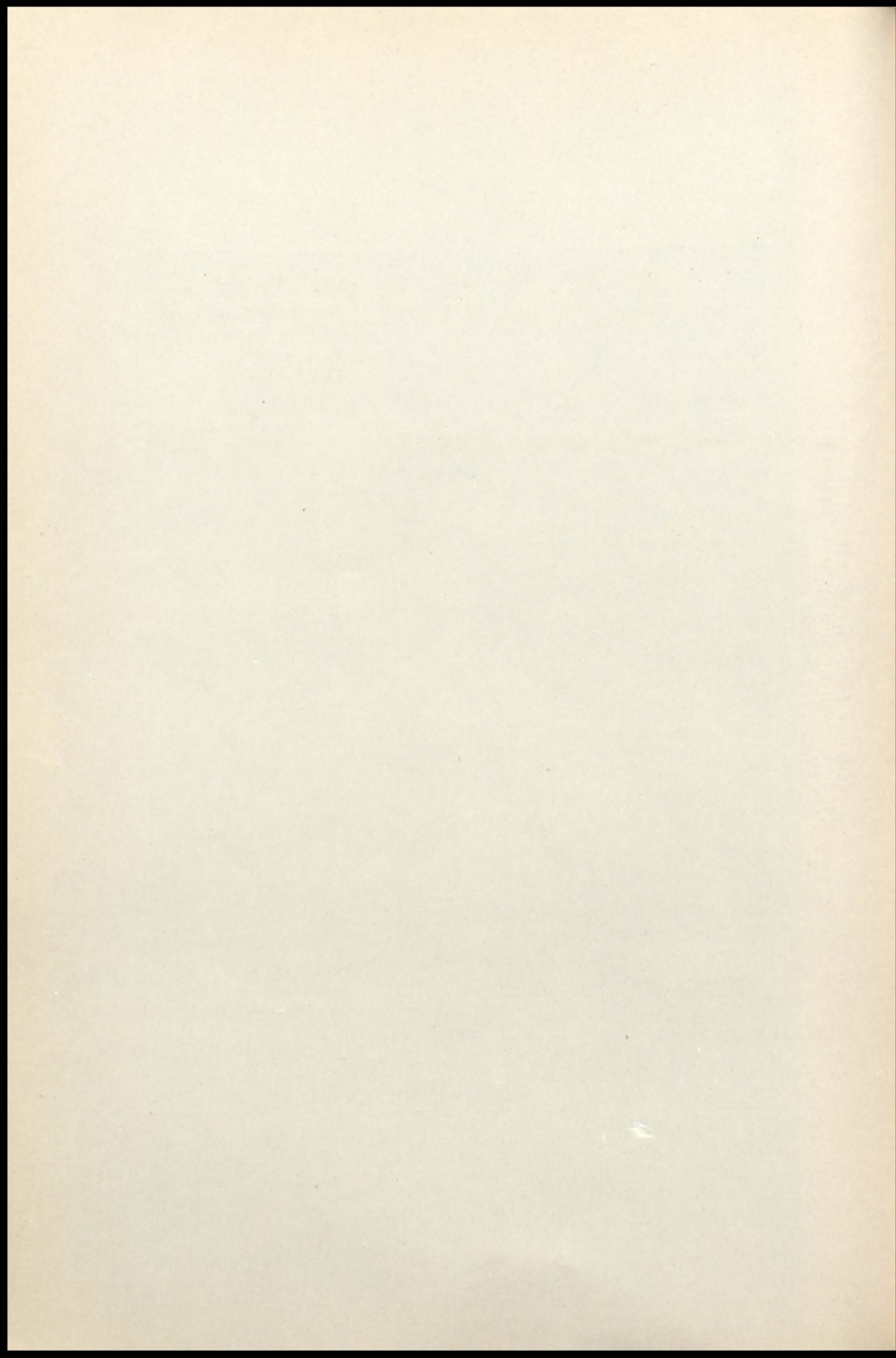
On February twelfth Gould played a

Totals,



GIRLS' BASKETBALL TEAM

Front row, left to right—Barbank, Hanson (Capt.), Curtis, Sanborn.
Back row, left to right—Gaudet, Coffin, Abernethy (Coach), Flint, Bennett.





EXCHANGES.



Our Exchange Department is gradually increasing. We heartily welcome the following magazines and papers:

"The Jabberwock," Girls' Latin School, Boston, Mass.

"The Breccia," Deering High School, Portland, Maine.

"The Chronicle," South Paris High School, South Paris, Maine.

"The Meteor," Berlin High School, Berlin, N. H.

"The Madisonian," Madison High School, Madison, N. H.

"Kent's Hill Breeze," Kent's Hill Seminary, Kent's Hill, Maine.

"The Reflector," Newport High School, Newport, Maine.

"The Academy News," Hartland Academy, Hartland, Maine.

"The Hilltop Breeze," Berwick Academy, Maine.

"The Cycle," Woodsville High School, Woodsville, N. H.

"The Cobweb," Groveton High School, Groveton, N. H.

"Oak Leaves," Oak Grove Seminary, Vassalboro, Maine.

"The Clarion," Oxford High School, Oxford, Maine.

"The Lon," Burdett College, Boston, Mass.

"The Caduceus," Norway High School, Norway, Maine.

"Megunticook," Camden High School, Camden, Maine.

"The Hebronian," Hebron Academy, Hebron, Maine.

"The Occident," Bowdoin College, Brunswick, Maine.

AS WE SEE OTHERS.

"The Breccia," Deering High School. A splendid paper. Evidently some of your contributors are poets of no small ability.

"The Chronicle," South Paris High School. A good exchange department.

"The Meteor," Berlin High School. We think you have an exceptionally good literary department, and we enjoyed your "Humor Column" very much.

"The Hilltop Breeze," Berwick Academy. A fine paper for one published so often. You seem to lack an exchange department.

"The Cycle," Woodsville High School. You have a very well balanced paper. Your jokes are worthy of note.

"The Caduceus," Norway High School. Your paper is one of the best that we have received. You have a wonderful Alumni directory.

AS OTHERS SEE US.

"Your editorials show learning,

Your jokes show wit;

Your stories show genius;

Your paper's made a hit!"

"The Caduceus," Norway High School.

"We enjoyed reading your last issue, but we wonder if you do not have any poets in Maine? To print a few more stories in place of so many school notes would be an improvement." "The Jabberwock," Girls' Latin School.

"We like your jolly stories. We suggest that a more careful arrangement of your headings would improve your personal appearance. We shall hope to see you again." "The Madisonian," Madison High School.

JOKES—ORIGINAL

AND BORROWED

Miss Huerlin—in Public Speaking: "Guillet, you have a splendid voice. Why did you give up Public Speaking?"

Guillet—"I never gave it up. I never began."

Miss Huerlin, persistently: "Yes, but you've learned a poem before."

Guillet: "No, I never learned anything."

Mr. Brasier—in Science: "If women enter the business world and assume responsibility as rapidly in the next few years as in the last they may prove superior to men."

Claude Bofill—"No sir, no sir. We won't let them."

Sophomore Latin—"Mulieres in eum locum conjecisse."

Translation. They brought the women together in this place.

Marjorie Kessell translating: They collected the mules in this place.

Teacher: "What is a synonym?"

Bright Student: "A word used when you forget how to spell the other one."

QUOTATIONS WORTH REMEMBERING.

"All people make mistakes. That's why erasers are put on the end of lead pencils.

"No matter how lonely you feel, you are not as bad off as poor old Robinson Crusoe. He had only Friday for his company. You have the whole week."

"Being contented wif yoh lot ain' no excuse foh not hustlin' to git de mortgage off'n it."

"It's better not to know so much than to know so many things that ain't so."

"You cannot stop some people from thinking. The job is to get them started."

"If you are bound to say mean things go down into the cellar and say them to yourself."

"Young women should set good examples—for young men will follow them."

"The next time you have a sore throat be glad that you are not a giraffe."

"Some folks would rather blow their own horns than listen to Sousa's band."

"The advice we don't like is often the best."

Miss Huerlin—in Play Rehearsal: "Garard, look dumb."

Eames—"You show me how."

Quoted from an English Composition: "He had a pair of serviceable teeth."

Teacher to R. York: "You may take your seat this time, but we'll hear you again before you pass out."

BORROWED FROM OUR WITTIER FRIENDS.

"What ho! Diogenes—still searching for an honest man?"

"Nay, student, I am looking for an original two line joke."

"Ever been in an accident?"

"Nope, but I've refereed basket ball games."

Mother—"Johnnie, your face is very clean, but how did you get such dirty hands?"

Johnnie—"Washing me face."

AN OPTIMIST.

A man fell from a hotel roof,
And from each window bar
He shouted to his friends above:
"All right I am so far."

Art: "What's all the noise down there?"

Dart: "Fella turned a corner."

Art: "Well?"

Dart: "There wasn't any corner."

"Just think—the material in Lucy's evening gown cost thirty dollars a

yard."

"That's a nice dress for twenty dollars."

"You are sure that you are perfectly normal?"

"Yes, sure."

"You stir your coffee with your right hand?"

"Sure."

"That ain't normal. Most people use a spoon."

AS LITTLE BROTHER SEES IT.

"Let's play college, what d'say?"

"All right, I'll get a pipe and you get daddy's check book."

"Bill was expelled from school."

"Too bad! Why?"

"In the engineering exam, he surveyed his neighbor's paper."

Palmist: "Lady, you have a very bad past ahead of you."

"Never judge a man by the opinion his best girl has of him."

THE SCOTCH OF IT.

"How was it you never let your mother know you'd won the V. C.?"

"It wasna ma turrrn tae write."

"A lot of people are like goldfish. They keep moving about in a circle without getting anywheres."

"I never argy agin sucksess. When I see a rattlesnake's head sticking out of a hole, I beat it off to the left and say to myself; that hole belongs to that snake."—Uncle Josh.

Wife to husband dressed in her clothes: "What in heaven's name are you doing in that suit of mine?"

Husband: "Well, I want a hair cut and this is the only way I'll get it, in that crowded barber shop."

The first of these was the discovery of gold in California in 1848. This led to a great influx of people to the state, and the population grew rapidly. The second was the discovery of gold in Nevada in 1859. This also led to a great influx of people to the state, and the population grew rapidly. The third was the discovery of gold in Colorado in 1858. This also led to a great influx of people to the state, and the population grew rapidly. The fourth was the discovery of gold in Idaho in 1860. This also led to a great influx of people to the state, and the population grew rapidly. The fifth was the discovery of gold in Montana in 1862. This also led to a great influx of people to the state, and the population grew rapidly. The sixth was the discovery of gold in Wyoming in 1863. This also led to a great influx of people to the state, and the population grew rapidly. The seventh was the discovery of gold in Utah in 1864. This also led to a great influx of people to the state, and the population grew rapidly. The eighth was the discovery of gold in Arizona in 1865. This also led to a great influx of people to the state, and the population grew rapidly. The ninth was the discovery of gold in New Mexico in 1866. This also led to a great influx of people to the state, and the population grew rapidly. The tenth was the discovery of gold in Texas in 1867. This also led to a great influx of people to the state, and the population grew rapidly.

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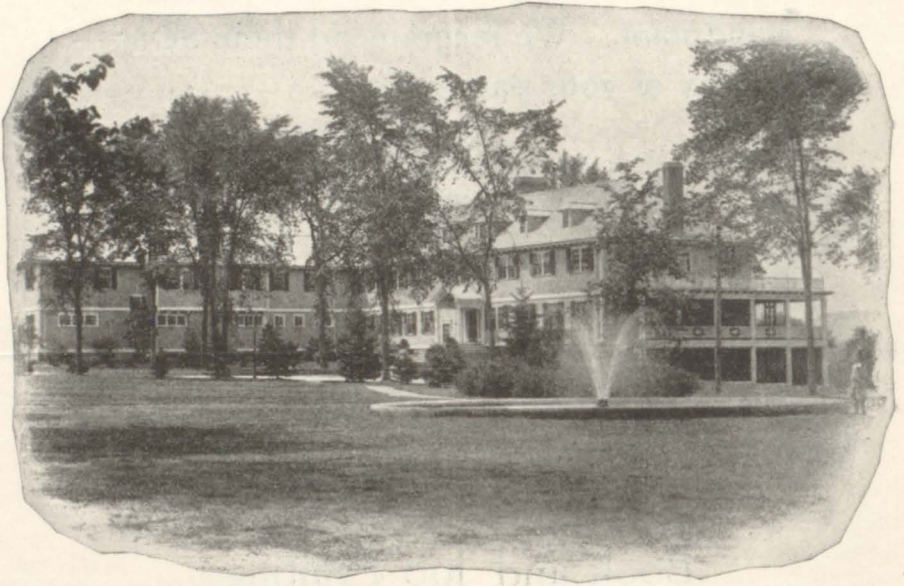
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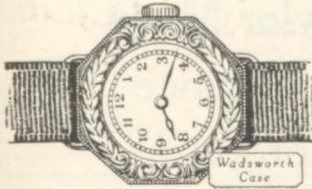
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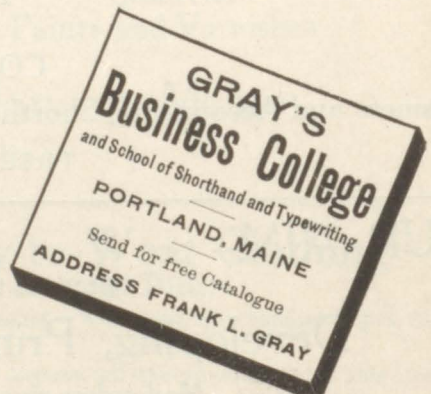
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